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ABSTRACT

In October 1992, a task force on professional development was established to identify ways in which the Virginia Community College System (VCCS) could use professional development to enhance its educational programs and services. This report provides information on the development of the task force, discusses findings, and presents recommendations for professional development. The first part provides background information on the project, including the membership and goals of the task force; a definition of the term "professional development"; the project's rationale; and the national, statewide, and theoretical context of professional development. Part II discusses the findings of three studies conducted by the task force: (1) a survey of VCCS faculty, administrators, and staff to determine current professional activities and goals; (2) a survey of professional development approaches at VCCS colleges; and (3) a study of exemplary professional development programs. Part III provides the task force's recommendations for implementing a system wide professional development plan based on the research findings, including recommendations for faculty and administrators, individual colleges, and the system as a whole. Finally, part IV provides six appendixes, including documents produced by VCCS task forces on staff development in 1989 and 1991, survey instruments, and extensive tables of responses to the personnel and college surveys. References are included after each section. (MAB)

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VCCS Professional Development

A Report by the VCCS Professional Development Task Force

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A Plan for Revitalization: Maximizing Professional Development Opportunity

Prepared by Debbie L. Sydow

April, 1993

NOTE: THE COMPLETE REPORT, "A PLAN FOR REVITALIZATION: MAXIMIZING PROFESSIONAL DEVELOPMENT OPPORTUNITY," WITH APPENDICES INCLUDING TABULATION DATA, SURVEY INSTRUMENTS, AND TASK FORCE DOCUMENTS, IS LOCATED IN ALL VIRGINIA COMMUNITY COLLEGE LIBRARIES.

Preface

It gives me a great sense of pride to read the report of the Virginia Community College System Professional Development Task Force and realize the outstanding quality of work comes from our own talented and dedicated faculty and administrators.

Throughout my professional life I have been an advocate for professional development. I believe it is essential for the growth and development of the individuals participating in such experiences as well as the entire community college system. Good professional development opportunities bring both knowledge and revitalization to us as professionals and to the communities in which we serve. I deeply believe that it creates substantial improvements in student learning.

It is, therefore, with enthusiasm, that I commend the task force and especially, Debbie Sydow, the primary researcher and author, for this outstanding report. It is a blueprint for professional development for the VCCS that can immediately lead us to major professional development activities throughout our System. On behalf of the Virginia Community College System I want to personally thank the Professional Development Task Force, Debbie Sydow, and her institution, Southwest Virginia Community College, for this excellent report. With this research, the VCCS can implement a program which I believe will be of extraordinary benefit to us and our students.

Arnold R. Oliver
Chancellor
April 22, 1993

Acknowledgments

The work of the Professional Development Task Force would not have been possible without the participation and contributions of many individuals who generously gave of their time and energy in various ways. They include the following:

- The more than two thousand faculty, counselors, librarians, and administrators who took the time during the hectic, pre-holiday part of fall semester to respond to an admittedly lengthy questionnaire. Information obtained from the survey of VCCS faculty and administrators served as the ballast for recommendations made in this report.
- The campus presidents and deans who administered the faculty/administrator survey and who responded to the college-level survey. Their efforts were certainly instrumental in obtaining a 100 percent response rate among institutions for both surveys.
- Personnel in the VCCS Research and Planning Office who assisted our research efforts by reproducing, distributing, and collecting more than 2, 500 questionnaires, all in a timely manner. Special thanks to Rebecca Henries, Earl McHewitt and Elmo Roesler in the System office.
- Sue Captain and Frank Nunez (SwVCC) who provided invaluable research assistance in the initial stages of the project. Stan Blair (Scantron, Corp.), Lisa Gilbert (SwVCC), and Shannon Marshall (SwVCC) who assisted considerably with data entry, and Idana Hamilton (SwVCC) who made her technological resources and know-how available throughout the duration of the project.

The task force also acknowledges with tremendous appreciation Chancellor Arnold Oliver, whose unwavering commitment to professional development has been demonstrated in numerous ways: through the acquisition of funding and the provision of time for development activities (five designated days), through the organization of statewide disciplinary meetings and the development of a conference for new faculty (New Faculty Orientation), through the development of a sabbatical leave policy (educational leave), and through the formation and leadership of this task force.

Executive Summary

This report presents the findings of research conducted by the VCCS Professional Development Task Force appointed by Chancellor Arnold Oliver in October, 1992. Part One provides a definition of professional development, a rationale for the construction of a systemwide development plan, and a contextual framework for the analysis of professional development from an historical, a national, and a theoretical perspective. Part Two informs of the results of three research studies, including a survey of the current status of professional development among VCCS faculty, administrators, counselors, and librarians; a survey of professional development offerings at each of the twenty-three colleges in the System; and a study of model professional development programs. Based on the research, Part Three presents recommendations to professional personnel, colleges, and the VCCS for bringing about professional and institutional revitalization through the implementation of a systemwide professional development plan. *

Research findings indicated that a coordination of effort on the part of professional personnel, the colleges, and the system is required for the success of a comprehensive professional development plan; each has a particular role to play in bringing about the goal of sustained vitality. Individuals must be responsible for their continued professional growth, but, at the same time, institutions and the System cannot abdicate their responsibility to provide conditions that are conducive to professional growth and sustained vitality. Therefore, the recommendations presented in this report and summarized below are based on the premise that the goal of professional development can best be accomplished through common purpose, joint effort and mutual responsibility.

The task force recommends that individual faculty and administrators make every effort to stay up-to-date and active in their fields. First, they should identify available professional development opportunities and then actively and frequently engage in activities that can help them to

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* The Human Resources department of the VCCS System Office was made responsible for constructing a plan for classified staff development.

remain professionally and personally vital and productive. Second, it is recommended that faculty and administrators systematically plan for professional development. In consultation with a division chair and/or a professional development committee comprised of colleagues, they should develop a written Individual Development Plan that includes a professional self-assessment, specific professional objectives, a list of resources needed to achieve stated objectives, and a method of evaluation. Third, faculty and administrators should engage in research and scholarship. Professional personnel in community colleges have much to contribute to the creation of knowledge in the various disciplines; one way to make this contribution, a way that has traditionally been underutilized, is through research and scholarship. Finally, it is recommended that faculty and administrators be aware of and plan for each career stage. For example, knowing that it is not uncommon for mid-career professionals to hit a "career plateau," one can actively plan ways to make the job more rewarding or challenging. Awareness of the different kinds of professional development activities that are beneficial at different career stages can assist a person in moving successfully from one stage to the next.

The task force recommends, first, that each college develop a formal, comprehensive professional development program, one that is responsive to diverse individual needs. The program should be flexible; it should be driven by professionals' assessment of their own needs, it should provide appropriate programs and services at career benchmarks, and it should contain an evaluation method. Second, colleges should strive to create and sustain an institutional environment that is conducive to professional development. Because it is through leadership that an environment for vitality and renewal is created, administrative leadership, awareness, commitment, and support are key elements to a successful professional development program. Third, it is recommended that colleges provide personnel with time to pursue professional development. Even though class loads and forty-hour weeks are set, professional personnel can still be provided with the time they need to pursue professional development through, for example, the provision of flexible schedules, class coverage for faculty, released time, and sabbatical leave. Fourth, colleges should provide incentives and rewards for professional development. Incentives might include small grants for the

development of new teaching methods or for research, released time for special projects, assistance in obtaining external grant funding to pursue particular professional activities, and paid leaves for continued education. Rewards, in addition to increased job effectiveness, might come through recognition, promotion, merit pay, or additional time for professional development. Also, current college evaluation systems should be modified to make professional development a more important part of the evaluation process; this would reward serious efforts on the part of professionals to become more effective at their jobs. Fifth, it is recommended that colleges provide faculty with job variety to offset burn out. Faculty, especially at midcareer, can become frustrated and bored by the monotony of performing the same duties over and over. Division chairs should be responsible for ensuring that faculty do not teach the same courses year after year, and they should be responsible for encouraging sabbaticals, internships, faculty exchanges, and other professional development activities that can forestall burn out. Finally, it is recommended that each college provide a formal orientation and other professional development offerings to adjunct faculty. Because of the tremendous reliance on part-time faculty to carry out the educational mission of the VCCS, it is imperative that they be provided with opportunities for professional growth and revitalization.

The task force recommends that the Virginia Community College System provide support and assistance to each college in developing and sustaining autonomous professional development programs. The System Office should provide information, training, and other necessary support to enable each college to establish new programs or expand existing programs so that individual and institutional vitality can be enhanced on every campus. It is crucial that training be provided for college administrative staff, particularly division chairs, to prepare them to successfully develop and implement a professional development program. Second, the VCCS should establish guidelines for campus professional development programs and evaluate college programs regularly based on these guidelines; ongoing internal and external assessment and subsequent recommendations ensures the continual evolution of college programs. Third, it is recommended that the VCCS provide opportunities for participation in professional development activities that are currently unavailable or underutilized in particular geographic locations or throughout the system. For example, mechanisms

to encourage and support research and publication by professional personnel should be designed; exchange programs and back-to-practice internships should be developed; and arrangements for offering on-campus university credit courses to professional personnel, perhaps through distance education, should be planned with state institutions. Also, regular regional or statewide meetings in all the various disciplines represented in the VCCS should be sponsored on a regular basis (specialized workshops, e.g., in new technologies, teaching methodologies, etc. should also be provided). Fourth, it is recommended that the VCCS publicly recognize outstanding professional development efforts and achievements on the part of both individuals and colleges. Recognition might occur by way of an annual event, a periodic publication, or a monetary award created exclusively to celebrate professional development. Fifth, the VCCS should assess the effectiveness of the professional development component of each of the current VCCS and VCCA offerings, and upgrade as necessary. Offerings to be assessed would include the Presidents meetings, Deans/Provosts meetings, Chancellor's Fellowship, Instructional Leadership Workshop, Administrative Workshop, and the VCCA Convention. Finally, it is recommended that the VCCS develop a policy statement that clearly articulates the System's role in supporting professional development.

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Part I

Background

Overview

In October of 1992, Chancellor Arnold Oliver formed the Professional Development Task force to create a professional development plan for the Virginia Community College System. Part One of this report provides a definition of professional development, a rationale for the construction of a systemwide plan for professional development, and a contextual framework for the analysis of professional development from an historical, a national, and a theoretical perspective.

Professional Development Task Force

Membership:

Dr. Bernadette M. Black, Coordinator, Off-Campus Programs (NVCC)
Ms. Martha Clutter, Associate Professor of Mathematics (PVCC)
Dr. Robert A. Harrell, Jr., Dean of Academic & Student Affairs (VWCC)
Mr. David Lydick, Coordinator, Center for Business & Industry Development (PDCCC)
Dr. Walerian Majewski, Associate Professor of Physics (NVCC)
Dr. Arnold R. Oliver, Chancellor (VCCS) and Chair of the Professional Development Task Force
Dr. James R. Perkins, President (BRCC)
Ms. Debbie Sydow, Assistant Professor of English (SwVCC)
Mr. David Webb, Assistant Professor, Mechanical Engineering Tech. (VWCC)
Dr. Edward White, Chairman, Division of Business (DCC)

Charge:

The charge to the Professional Development Task Force is to recommend a comprehensive, research-based plan that can be implemented by the Virginia Community College System to address the professional development needs of faculty and administrators. The plan will include:

- A definition of professional development that sets forth the kinds of activities that will be encouraged and supported by the VCCS and its individual institutions;
- A rationale for implementing a systemwide plan for professional development that is integrated with institutional plans;
- Delineation of responsibilities of key players in professional development, including the system, colleges, and faculty/administrators;
- A method for evaluating the results of the plan; and
- Identification of policy changes that the plan may necessitate.

Definition

The term "professional development" was chosen in lieu of "faculty development," "human resource development," or any of a number of other related terms for two reasons. First, it is more inclusive. Even though in the most technical sense of the term, "professional development" refers to a single aspect of faculty development, that part which has to do with increasing or improving professional knowledge and skills, the term has been used more broadly in the literature to refer to the revitalization of all professional personnel. In this document, the task force have adopted the latter sense of the term. Professional development, then, is being used here to refer to the development and growth not only of faculty but of all administrators, counselors, librarians, and other professional personnel (hereafter referred to aggregately as professional personnel).

Second, the term "professional development" is comprehensive. Professional development denotes not only the renewal and growth of professional personnel with regard to job-related knowledge and skills; the term also refers to personal and institutional revitalization. Because human beings, both as individuals and as groups in institutions, are such complex entities, any effort to address their professional needs must take into consideration personal factors and institutional factors. Professional development, then, encompasses all factors related to revitalization: professional, personal, and institutional.

Professional development is typically sought and achieved through participation in purposeful activities. For example, attending professional conferences and taking courses related to one's field are generally intended to enhance knowledge and sharpen skills, particularly the knowledge and skills that are essential for maintaining an optimal level of professional performance, be it in teaching, counseling, or in some other professional capacity. Professional development may also occur as the result of participation in activities designed to address personal needs; for example, participation in wellness training or stress management workshops may serve to alleviate personal hindrances to effective professional performance, thereby producing the desired outcome of renewed professional vitality. Or professional development may be achieved through or in conjunction with organizational development; for example, a college faced with retrenchment may find it necessary to

retrain faculty so that they can assume new teaching responsibilities, which would yield positive outcomes for both the professional and the organization. The point is that participation in a wide variety of purposeful activities can lead to professional development.

For the purposes of this study, professional development denotes the renewed professional vitality that is the desired outcome of participation in activities undertaken for the purpose of acquiring or maintaining professional competence, for the purpose of addressing personal needs, or for the purpose of responding to institutional change. Ideally, these purposeful learning experiences occur in direct response to the immediate and long-term needs of individuals and their institutions with the ultimate effect being the emergence of campuses where administrators, faculty, and students enjoy full participation in active and vigorous educational communities.

Rationale

> *The staff of a college is its single greatest resource. In economic terms, the staff is the college's most significant and largest capital investment. In these terms alone, we affirm that it is only good sense that the investment should be helped to appreciate in value and not be allowed to wear itself out or slide into obsolescence by inattention or neglect.*
> (AACJC, New Staff for New Students, p. 194)

Given the mission of the Virginia Community College System, which is to provide "high quality, comprehensive educational programs and services . . . to meet the educational needs of citizens" (*By-Laws of the State Board for Community Colleges*, Section 2C-2), it is essential that the VCCS not only employ highly qualified, highly motivated individuals, but also that the System maintain and nurture a corps of professionals who keep themselves informed about new developments in their various fields, who utilize that information to improve their professional performance, and who continue to function as active, vital supporters of the System's ongoing commitment to quality education. In short, the Virginia Community College System cannot fulfill its commitment to provide quality educational services to the citizens of the Commonwealth without providing encouragement and support for the continual professional development of its faculty, administrators, and other professional personnel.

Through the development and implementation of a comprehensive plan for professional development, the VCCS will (1) strengthen its commitment to quality education by ensuring that faculty and administrators remain current in their fields, (2) enhance the morale of faculty and administrators by supporting their efforts to maintain high professional standards, (3) encourage creative solutions for approaching new challenges that have arisen due to budgetary cutbacks and increased enrollment in recent years, (4) increase efficiency and productivity of services by preventing burn out, and (5) upgrade the image of the VCCS as an institution of higher learning.

The rapidity with which new information is currently formed and transmitted makes it essential for educational institutions to be places where learning is a continual, ongoing process, not only for students in the classroom, but for every person whose charge is to either directly or indirectly provide those students with an education. Faculty, for example, must possess current information in their disciplines in order to provide students with an up-to-date, quality education. Because computer technology has had a significant impact on nearly every professional field in recent years, virtually all faculty and administrators should possess basic computer skills as well as an understanding of how to utilize computers to supplement traditional methods of instruction. However, the fact is that relatively few faculty and administrators possess enough knowledge of computers to use them effectively in their jobs; furthermore, few community colleges in the state have actually begun to incorporate computers into the various curricula. This example points to only one area--computer technology--in which knowledge of new developments and new information are essential for the provision of quality educational services.

Morale flags when faculty are faced year after year with high teaching loads, underprepared students, and in many cases, minimal administrative encouragement and support for professional development. Administrators, too, face many of these same issues as burgeoning enrollments spread them more thinly across their daily responsibilities, leaving less time for planning and productively contemplating the educational issues of the near future. These frustrating conditions--when not offset by continued professional growth--can lead not only to a reduction of morale but also to a reduction of academic standards. There are several studies that support this contention. London (1978) found that faculty at one urban community college lowered their academic standards by lessening their expectations of underprepared students. Later studies by Weis (1985) and Seidman (1985) concur that over time faculty often come to adopt low academic standards either because they come to believe that the low academic skills of students cannot be significantly improved (Weis, 1985) or because they fear that high academic expectations might antagonize administrators, students, and colleagues. A sound plan for assisting professional personnel in the maintenance and development of high professional standards can ameliorate problems related to low morale.

Professional development is of particularly critical importance during times of decreasing funds and increasing enrollment. Innovative approaches are needed to effectively deal with new challenges brought about by these conditions. A recent national survey of faculty revealed that the teaching methods of community college faculty tend to be largely conservative. For example, it was found that faculty still rely on lecture and discussion as the primary mode of delivery; relatively few utilize computer-assisted instruction, collaborative learning, or other non-traditional pedagogical methods (Astin, et al, 1991). It is unrealistic to think that traditional practices will suffice to meet the demands of new situations and new circumstances, such as increased class size and highly diverse student populations. These circumstances should be approached as opportunities "to make creative departures from generations-long academic patterns and expectations--not for the sake of innovation only, but because the older patterns are inappropriate to the new situations and demands" (Garrison, 1967, p. 21). The System can only benefit in the long run by encouraging faculty and administrators to experiment with new approaches to current conditions and by supporting their efforts to learn and develop creative approaches to problem-solving.

Regular participation in professional development activities has been shown to improve overall job satisfaction and to lessen the effects of burn out, including decreased efficiency and productivity in job performance. Burn out is frequently manifested among individuals in highly demanding, stressful professions and is particularly apt to occur when individuals lack regular opportunities for professional growth and renewal. By helping to provide faculty and administrators with these opportunities, the System can become more efficient and productive, but of greatest importance, the quality of its educational programming and its institutional effectiveness can be substantially increased.

Finally, the implementation of a sound, comprehensive plan for professional development can enhance the public image of the Virginia Community College System as a quality educational institution. The continued progress and growth of the System is vitally linked to relations with industry, other institutions of higher education, and the general public, and attention to the

professional development needs of faculty and administrators will very likely have a positive impact on those relations.

Virginia's community colleges have relentlessly encouraged the efforts of business and industry to upgrade the education and skills of their employees in order to increase overall efficiency, productivity, and morale in the work place. By providing for the professional development of its own work force, a work force that essentially functions as the infrastructure of the entire system, the Virginia Community College System can reap the same benefits.

Finally, the importance of professional development to individual and institutional vitality is attested to by the inclusion of a statement on professional growth in the *Criteria for Accreditation* produced by the Southern Association of Colleges and Schools (SACS):

> An institution **must** provide faculty members the opportunity to continue their professional development throughout their careers and **must** demonstrate that such development takes place. Among the means of faculty accomplishing this goal are leaves of absence for study and research, additional graduate work in the discipline, attendance at professional meetings and in-service training such as instruction in computer usage. . . . (Section 4.4.7)

Context

Virginia Community College System

Prior to the formation of the current task force on professional development, two previous task forces were appointed. The first was appointed by former Chancellor Jeff Hockaday in 1989; the Task Force on Faculty and Staff Development was charged "to develop specific strategies for implementing a comprehensive, effective program of faculty and staff development." The guiding force for the work of the task force came from the following recommendations made in *Toward the Year 2000: The Future of the Virginia Community College System* (Recommendations VI-2 and VI-3):

- The VCCS should develop a comprehensive faculty and staff development program to include the identification and preparation of future teachers and staff. Such a program

must emphasize the inclusion of minorities and women with provisions for specific incentives.

- The VCCS should develop and seek funding for a faculty and staff professional growth and renewal program. Components of the plan should include sabbaticals and short-term leaves, participation in national and statewide conferences and workshops, retraining and upgrading, working in industry, statewide recognition programs, released time, and endowed chairs. This plan should contain special funding of at least 2 percent of the VCCS instructional budget.

The task force appointed by Hockaday amassed timely and pertinent information about the nature and purpose of professional development; they assessed statewide, regional, and local professional development needs; and they produced several valuable documents that were intended to inform final recommendations. Dr. Jim Hammons, who at the time was Professor and Coordinator of the Higher Education Leadership Program at the University of Arkansas, served as a consultant to the committee, providing members with practical information about program development. To assess the needs that a comprehensive program should address, the committee asked each college to submit lists of human resource development needs. Then deans and provosts were asked to identify regional needs from the comprehensive lists submitted by the colleges. And, finally, statewide needs were identified on the basis of similar needs identified throughout the regions. Based on the information obtained from the above sources, the following draft documents were produced: (1) a Professional Development Matrix showing the relationship between categories of staff development, types of delivery systems, and possible geographical locations for delivery, and (2) recommendations from two subcommittees, one recommending a comprehensive framework for systemwide development, and the other identifying ways to increase incentives and reduce barriers for professional development and growth. These documents form the bulk of the preliminary report produced by the task force.*

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* Appendix A presents a statement of the committee's purpose, membership, and strategies as well as draft documents produced by the committee.

Former Chancellor David Pierce appointed a VCCS Task Force on Professional Development on January 25, 1991, charging the group with the following tasks:

- To consider the purposes of faculty and staff development programs
- To consider what might be needed in the VCCS and why it might be needed
- To examine present policies and programs within the System, including the Chancellor's Fellowship Program, the policies on educational leave and tuition reimbursement, and other existing statewide programs
- To determine ways in which existing programs might be made more effective
- To identify additional or alternative policies which may be needed
- To consider the appropriate role which might be played by the VCCA

Pierce's task force accomplished only the first of the appointed tasks (Appendix B presents their Purpose and Definition).

Another professional development initiative that preceded and informs the work of the current task force was a FIPSE-funded study of faculty efforts to keep up with new developments in their teaching fields. The study was conducted in the spring of 1992 by the following VCCS faculty members who applied for and received mini-grants to study professional development in their disciplines: (Disciplines studied appear in parentheses.)

Martha Clutter (Mathematics)
Associate Professor of Mathematics
Piedmont Virginia Community College

Glenn F. Hesse (Computer Science)
Associate Professor of Data Processing
Tidewater Community College

David H. Lydick (Business--Management)
Assistant Professor of Business Management
Paul D. Camp Community College

Walerian Majewski (Sciences)
Associate Professor of Physics
Annandale Campus, Northern Virginia Community College

Debbie L. Sydow (English and Language)
Assistant Professor of English
Southwest Virginia Community College

David E. Webb (Engineering Technologies)
Assistant Professor of Industrial Technology
New River Community College

Edward J. Willies (Business--Quantitative Studies)
Professor, Business Management
Tidewater Community College

Utilizing surveys, interviews, or a combination of the two, these researchers unconvered not only informative tableaus of various disciplinary approaches to professional development, but also a common pattern for approaching professional development that tended to transcend disciplines. For example, researchers found that faculty in all disciplines viewed the task of keeping abreast of new developments from the vantage point of classroom practice; subject area expertise was considered secondary to pedagogical know-how. Another finding was that faculty rely on a variety of approaches for keeping up-to-date in their disciplines, including informal, self-directed methods such as reading journals and talking with colleagues, as well as formal continuing education. No one best method for professional development was identified; instead, faculty were found to possess different professional development needs that they attend to in different ways. Finally, studies concluded that if community college teachers are to effectively learn about new developments and apply them in the classroom, substantial changes would have to be made by the VCCS, by faculty themselves, and by university graduate programs.

Although the two previously appointed task forces on professional development did not accomplish their end goals, their work in addition to the research conducted by the VCCS faculty members provided the current task force with valuable background information from which to begin our work.

National

Historically, faculty members and other academic professionals have been expected to be responsible for their own professional and personal development. Keeping up with new disciplinary developments and acquiring the skills needed to effectively teach in one's field were viewed by institutions of higher learning as professional responsibilities. Hence, prior to the 1970s, few institutions had established faculty or professional development programs. Several studies conducted in the 1960s and early 1970s (Miller and Wilson, 1963; Many, Ellis, and Abrams, 1969; and Eble, 1971) confirm the fact that comprehensive professional development programs were virtually non-existent and that few of the existing ones were effective.

In the 1970s factors adversely affecting faculty and other academic professionals, such as changing enrollment patterns, increased demand for accountability, and declining financial resources, caused many colleges to establish professional development programs in the hopes of maintaining productivity in the face of harsh fiscal and demographic realities. A variety of approaches and activities emerged during this period along with federal and foundation funding to implement development programs. The challenge was to help faculty members "change environments, risk new exposures, alter habitual patterns, and undertake new challenges" (Brown & Hanger, 1975, p.42). By the mid-1970s, nearly half of the nation's two- and four-year colleges had adopted some type of professional development program, and by the mid-1980s, the percent had risen to two-thirds (Eble & McKeachie, 1985).

Currently, the growing national concern about the quality of undergraduate education results, at least in part, from the challenges presented by increased student diversity, inadequate student preparation, the knowledge explosion, and an aging faculty. These factors are likely to accelerate problems such as burn out, midcareer crisis, and loss of productivity (Berman, et al, 1988). Numerous reasons have been cited by institutions for undertaking major faculty development initiatives in recent years. One institution, for example, listed the following:

- Steady state or loss of faculty positions
- Less career mobility

- Mid-career inertia or career redirection
- Relaxation of mandatory retirement
- Changing disciplines/ new technology
- Institutional refocus or retrenchment

Historically, then, colleges have turned to professional development as a means of maintaining the vitality and productivity of faculty and other academic professionals, particularly in trying times. Even though professional development programs vary from institution to institution due to differences in population, size, mission, culture, etc., the goal of every program is increased vitality and, consequently, increased productivity.

Theoretical

Despite the large quantity of literature that exists on professional development, empirically acquired knowledge about the topic is rather scant. Knowledge about professional development has been created largely through discussion and accounts of personal experience, not by experimental testing. Nonetheless, much of the literature that documents the efforts of colleges to promote professional development provides insightful analyses of the resulting programs and the elements that contribute to their success or failure. Several successful programs are described in Part Two. Here, however, an attempt will be made to clarify the concepts and issues that underlie those programs.

Professional development programs are designed to influence what is in much of the recent literature described as "vitality." Clark and Lewis (1985) define vitality as those "essential, yet intangible, positive qualities of individuals and institutions that enable purposeful production" (p. 3). And Maher (1982), recognizing the importance of institutional context to vitality says, "The quest for vitality . . . focus[es] on the capacity of the college or university to create and sustain the organizational strategies that support the continued investment of energy by faculty and staff both in their own career and in the realization of the institution's mission" (p. 3). Although vitality may take

on different meaning from one institution to another, it remains the end goal of all professional development efforts.

Bland & Schmitz (1990) address the forces that often weaken either the individual's or the institution's ability to sustain vitality, noting that these threats to vitality vary according to context and historical time period.

> On one hand, we presume that faculty must continually develop and adapt to meet their primary obligations to develop and disseminate knowledge. This is a given in the best as well as worst of times. Thus personal and professional renewal of faculty is a necessary, cyclic process to be nurtured, regardless of circumstances. On the other hand, certain external pressures on the academy (for example, retrenchment, financial exigency, and changes in the work force) increase the threats to vitality by removing many of the natural conditions that support renewal, such as opportunities for job change, the hiring of new faculty, and expansion of programs. Accordingly, concerns and strategies for faculty vitality during periods of institutional growth and economic security differ markedly from those seen in times of duress. (p. 44)

Recognition of the interrelatedness of individual and institutional vitality and of the need to sustain professional development programs both during times of expansion and during times of retrenchment can help an institution to maintain productivity despite fluctuating circumstances.

Professional vitality is so closely linked with the institutional context that factors influencing both the individual and the institution must be considered in tandem. Individual factors influencing professional vitality include life cycle and career development stages, as well as intrinsic factors such as intelligence, training, commitment, and socialization. Even if careful hiring practices result in a cadre of intelligent, highly qualified, and highly motivated academic personnel in the Virginia Community College System, burn out can set in, rapid changes in technology can outpace efforts to keep abreast of new developments in one's field, and the ennui that frequently occurs at midcareer can undermine enthusiasm. Institutional factors should not exacerbate these problems; indeed, they should serve to ameliorate them.

The life-course perspective of faculty careers assumes that faculty, during the course of their lives, progress through a series of inevitable stages that are punctuated by transitional periods that move them from one relatively stable career stage to another. Certain developmental tasks present themselves at each career stage, and if these tasks are not met, then progression to the next stage is stymied, which can result in a loss of potential, productivity, and personal feelings of accomplishment. The institutional environment--its policies, values, and practices--plays a vital role in facilitating the progression of faculty members through successive stages, in assisting professional personnel in meeting the challenges they confront at different times in their careers. The institution can, in essence, stimulate or stifle productivity and vitality.

Four stages of academic career development have been identified: career entry, early career, midcareer, and late career. Although these stages sometimes parallel certain ages, it should be understood that all people do not progress through the various stages at the same age. Differences in career timing and the pattern of work life may alter the length and dynamics of career stages.

The career entry stage is the time when a faculty member or administrator is assuming a new position in an academic setting. As such, the professional can feel overwhelmed by the various demands that are placed upon him or her at this time. Levinson, et al, (1978) describes this stage as a time to begin to establish oneself, not only in one's position but also in relation to the institution–to learn the expectations, values, and culture of the institution. Socialization, then, is an important developmental task at this stage. Clark and Corcoran (1989) suggest that establishing oneself within the social framework of the institution can have a significant impact upon future achievements. Learning the political factors that contribute to decision making and learning how to access resources and who to call upon for assistance are key to effectively maneuvering in the very early stage of career entry. Excessive demands can result in frustration, stress, and reduced productivity for individuals entering an academic profession; therefore, institutions are wise to provide in-depth orientations for new professional personnel and to establish effective mentoring programs.

The early career stage is a time of settling in and standing out. Super (1957) calls this stage the "establishment stage" because it is during this period that personnel become fully functioning

contributors to the institution; it is also during this stage that they are most creative. The early career stage is a time of preparation for promotion and mobility, preparation which generally involves efforts to increase ability, skills, and knowledge. A great deal of learning is still occurring during this stage (Skein, 1978). Baldwin (1990) describes the early career stage as task-oriented. In the case of faculty, the various roles of teacher, advisor, researcher, etc. must be mastered, and recognition and acknowledgment for contributions to the institution and the discipline must be gained. This very active, very creative period can present the young faculty member with considerable stress, which the institution must seek to reduce if it is to reap the rewards of this highly productive, highly creative period in a faculty member's or administrator's career.

Midcareer is essentially a time of reassessment. At this stage, professionals begin to take stock of where they are personally and professionally, and they begin to make determinations about how well they have achieved the goals established in younger years. This can be a stage of high productivity for some because jobs have been mastered, but for many it can become a permanent plateau; professionals in this career stage can experience a feeling of being stuck (Kanter, 1977), which results in decreased motivation, enthusiasm, and productivity. Murphy and Burck (1976) maintain that a key developmental task faced at this stage is self awareness of one's limitations--both physical limitations and limitations that are related to family situations, e.g., aging parents, children leaving home, etc. Osipow (1983) stresses the importance of overcoming what he describes as the "Mount Everest Phenomenon" (How many times must it be climbed?). Professionals may feel that they're in a rut, doing the same things over and over *ad infinitum*, which can cause them to begin to go through the motions of work and develop outside interests for personal fulfillment. The loss of enthusiasm for work during this stage can result in an intellectually fallow period, a period of minimal productivity (Cytrynbaum, 1982). Obviously, this loss of productivity can have serious consequences for the institution. A non-productive faculty member or administrator can be a drain on institutional productivity and resources.

Finally, the late career stage is a period of deceleration. It is a time when professional personnel begin to gradually withdraw interest from the university and to establish or nurture

outside interests. Hall (1976) describes the shift in role that generally typifies this period by noting that one moves from a dynamic role of doer to one of supporter, guide, counselor, and advisor. Of primary concern during this stage is ending one's career with the feeling that previously established goals have been accomplished, that one has left a legacy (Baldwin, 1990).

Professionals, regardless of the career stage they happen to be in, certainly have a responsibility to keep up with new developments in their field in order to remain vital and productive, but it is believed that institutional factors affect vitality and productivity more than individual factors do. The institution can provide an environment in which productivity and vitality can be maintained. The criteria for this environment, according to Hall (1976), include challenging jobs, supervisors trained in human resources, and career planning services. An institution should consider these factors as basic to a supportive environment in which professionals can thrive throughout their careers. Blackburn (1979) found that "the institution determines to a high degree a faculty member's productivity--faculty at some colleges and universities produce appreciably more than faculty at other institutions, and this differential rate is independent of place of preparation, ability, workload, and prior places of work" (p. 25). Other researchers have reached the same conclusion, that professional productivity is significantly affected by institutional environment (Bland & Schmitz, 1986; Andrews, 1979). Because institutional factors like "common values, purposes, and a sense of collegiality greatly affect faculty morale and productivity," Bland and Schmitz (1990) contend that "organizations have a responsibility to create environments that reinforce such ideals and actual behaviors on the part of faculty and staff" (p. 46).

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Part II:

Research Findings

Overview

The results of three research studies are presented in Part Two of this report. First, the findings of a professional development survey of faculty, administrators, counselors, and librarians in the VCCS are reported. Data obtained from this study provided the task force with information about current professional activities, professional development goals, institutional support, and demographics. The second study involved a survey of each of the twenty-three colleges in the VCCS and yielded information about the different approaches to professional development employed by each institution. The third and final study involved the identification of exemplary professional development programs; the programs described are categorized on the basis of their primary objective, e.g., organizational development, instructional development, and knowledge and skills development. A summary of each study is provided.

Professional Development Survey
of VCCS Faculty and Administration

Background

Members of the Professional Development Task Force believed that in order to effectively accomplish our charge, the development of a comprehensive professional development plan, it would be essential not only to have a solid understanding of the kinds and quantity of activities that academic, administrative, and other professional personnel currently pursue, but also to identify professional development needs that are not presently being addressed. It was decided that a survey would be the most efficient method for obtaining this information.

The report that follows summarizes data obtained from a systemwide survey of all full-time faculty, counselors, librarians, and administrators (i.e., everyone holding faculty rank) in the Virginia Community College System; ten percent of all part-time faculty, randomly selected, were also surveyed. The survey was conducted in the fall and winter of 1992-93. Results reported here are based on the responses of 2,070 academic, administrative, and other professional personnel from each of the twenty-three colleges that comprise the Virginia Community College System.

Research Methodology

The survey instrument was designed with three specific goals in mind: (1) to identify the professional development activities in which professional personnel are currently engaged; (2) to determine their professional development needs, goals, and opportunities; and (3) to ascertain their perceptions about the level of support they receive for professional development at their colleges. A section asking for demographic information was included in the questionnaire so that the professional development activities of particular groups, based on age, gender, and other significant variables (identified in a review of the literature), could be identified and analyzed. Some items contained in the survey were selected and modified from local and national surveys for the purpose of comparability. The specific professional development activities referred to in certain questions

were selected because they were identified in the literature as the most commonly pursued activities. Response modes in the questionnaire include scaled, categorical, and fill-in options. The final questionnaire consists of four major sections: Current Professional Activities, Individual Professional Development Goals, Institutional Support, and Demographic Data. (Appendix C presents the complete survey instrument.)

Prior to conducting the actual survey, three preliminary actions were taken. First, the president of each college was contacted by the chancellor to secure their support for the study. Second, a pilot survey was conducted with a small but representative segment of the population to be studied, primarily for the purpose of testing the comprehensibility and usefulness of questions. Finally, a pre-letter written by the chancellor was mailed to all academic, administrative, and other professional personnel to explain the significance of the study and to solicit their participation. After these initial steps were taken, an appropriate number of sealed packets containing the survey instrument, an explanatory cover letter, and a return envelope were mailed to the president of each of the twenty-three colleges in the Virginia Community College System for campus distribution. Participants were asked to return completed questionnaires to their division offices in the envelope provided in the packet. To ensure the anonymity of individual participants, neither the questionnaires nor the envelopes were coded in any way prior to distribution.

Once survey packets were returned to the system office, numbers were assigned to questionnaires and response sheets so that open-ended responses could be correlated with corresponding numerical responses. Numerical responses to survey questions were scanned into a computer data base for tabulation and analysis. Responses that were indiscernible (e.g., multiple answers to the same question or stray marks) as well as missing responses were entered as separate, identifiable responses and therefore make up part of the total percentage of numerical responses to each question. Written comments to open-ended questions were typed and coded for analysis.

Survey Response

The survey response rate from all groups was exceptional. Of the 2, 755 questionnaires that were mailed to the colleges for distribution, 2,070 usable forms were returned, yielding a total response rate of 75.1 percent. A total of 2,503 surveys were distributed to full-time faculty ; 1,874 responded, yielding a 74.8 percent response rate for full-time faculty. And 252 surveys were sent to part-time faculty; 196 responded, yielding a 77.7 percent response rate for part-time faculty. Participation by institution was 100 percent, which means that responses from academic and administrative personnel at all twenty-three colleges are represented in the study. The total number of participants by status, position, and gender is provided in Table 2.1.

Table 2.1.
Number of Respondents, by Status, Position, and Gender

Status		Position		Gender	
Full-time	1,874	Faculty	1,520	Male	1,055
Part-time	196	Administrator	309	Female	904
		Counselor	92	No Response	97
		Librarian	29		
		Other	38		
		No Response	72		

Note: Each column does not add up to the total population, 2,070, because inappropriate and unreadable responses are not represented in this table.

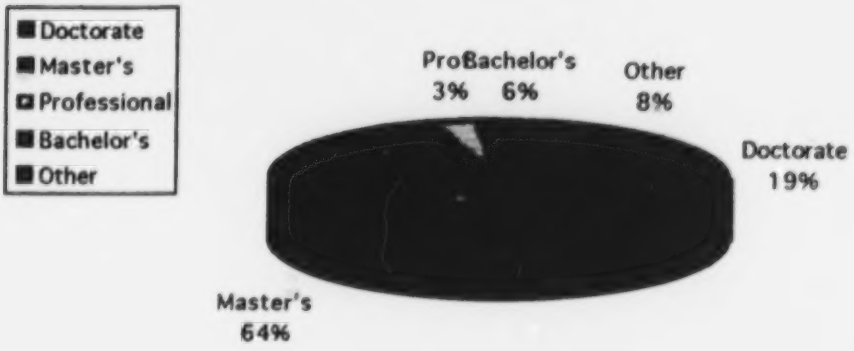
Background Characteristics

When compared with national norms obtained from the Higher Education Research Institute (Astin, Korn, and Dey, 1991), the characteristics of the respondent population are fairly consistent.* For example, survey results confirm the national trend toward an aging population. Some 79.8 percent of respondents surveyed are 40 years of age or older, a percentage which exceeds the 75.6 percent national norm. A comparison of the educational achievement of personnel reveals that 19.3

* Although the HERI study included academic administrators as part of the population studied, inclusion was limited to administrators and other professional personnel (counselors and librarians) who spend at least part of their time teaching; this distinction was not made in the VCCS study. Nonetheless, only 8 percent (n = 174) of VCCS respondents reported spending no time performing activities related to teaching.

percent of respondents hold doctorates, which slightly exceeds the 16.4 percent national average; 64.3 percent of respondents' highest degree is the master's as compared with 60.8 percent nationally; and 12.2 percent of respondents cited the bachelor's as their highest degree, which, conversely, also exceeds the national average of 9.9 percent. Perhaps the exaggerated number of doctorates simply reflects the inclusion of administrative faculty in this survey, more than twice as many of whom hold doctorates (39%) as teaching faculty (17%).

Figure 2.1. Highest Degree Held



Findings also suggest that fewer professional personnel in the VCCS than nationally, about 50 percent fewer in most instances, are working toward higher degrees: 10.4 percent of respondents report that they are working toward a doctoral degree compared with 20.8 percent nationally; and 7.7 percent of respondents report working toward a master's degree compared with 14.4 percent nationally (See Figure 2.2.). Interestingly, significant differences between teaching and administrative faculty were not evident in this area. About equal numbers of each group reported working toward doctoral degrees (10% of administrators and 11% of faculty) and toward master's degrees (7% of administrators and 6% of faculty). Table 2.2. on page 30 presents a more complete profile of respondents.

Figure 2.2. **Percent of Respondents Who Are Working Toward Higher Degrees: A Comparison of VCCS Respondents and Respondents of a National Survey.**

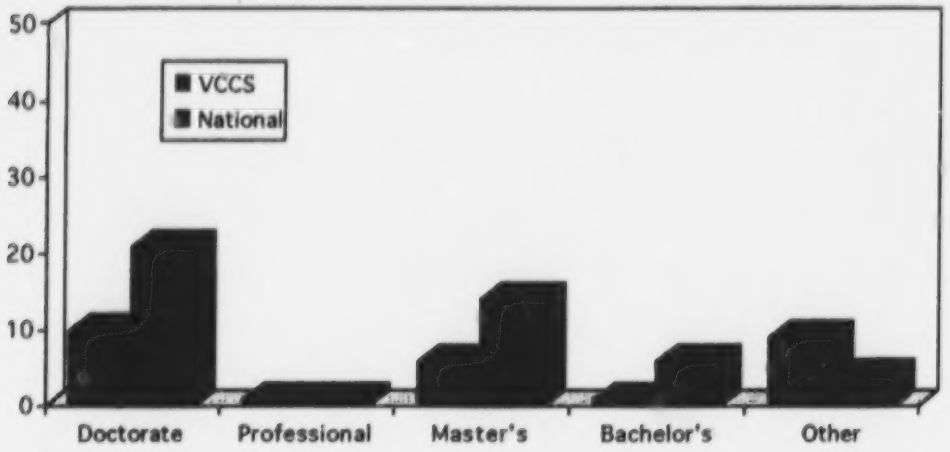


Table 2.2.
Background Characteristics of Survey Respondents (n=2,070)

	All Respondents	F/T Respondents	P/T Respondents
Gender			
Male	51.0%	51.0%	51.0%
Female	43.7%	43.2%	48.5%
Age			
Under 30	02.0%	01.8%	03.6%
30-39	13.2%	12.4%	21.4%
40-49	44.2%	44.8%	38.3%
50-59	27.0%	27.6%	20.9%
60 or over	08.6%	07.9%	15.8%
Position			
Administrator	14.9%	16.4%	01.0%
Faculty	73.4%	71.8%	89.3%
Counselor	04.4%	04.9%	00.5%
Librarian	01.4%	01.5%	00.5%
Other	01.8%	01.2%	08.2%
Years in Position			
Less Than One	06.1%	05.7%	10.7%
1-5 Years	25.8%	22.5%	58.2%
6-10 Years	15.6%	15.4%	17.3%
11-20 Years	30.7%	32.8%	03.1%
Over 20 Years	17.1%	18.6%	13.1%
Courses Taught			
Transfer	39.0%	38.5%	43.9%
Oc/Tech	32.2%	32.2%	32.7%
N/A	19.2%	19.5%	15.8%
Highest Degree			
Doctoral	19.3%	19.8%	14.8%
Master's +	28.2%	29.3%	17.3%
Master's	36.1%	35.5%	42.3%
Prof. Degree	02.6%	02.1%	06.6%
Bachelor's	06.4%	05.8%	12.2%

Note: Percentages do not always add up to 100 percent because missing, unreadable, and inappropriate responses, which are not listed here, were calculated as part of the total.

Findings

Current Professional Activities

The seven professional activities listed in Table 2.3. are ranked according to the number of hours of participation per week reported by respondents. Respondents were asked to estimate the average number of hours spent per week during a typical semester participating in each activity. Overall responses indicate that more time is spent engaging in self-directed activities, such as collaborating with colleagues and reading professional journals, than in more prescriptive activities, like taking courses. Similarly, in a recent FIPSE-funded study that examined the effectiveness of VCCS faculty in keeping abreast of new developments in their disciplines, it was found that self-directed reading combined with participation in selected workshops constitute the most frequent approaches to professional development, either by choice or because limited time, funding constraints, and distance preclude participation in other activities (Palmer, 1992).

Table 2.3.
Percent of Respondents Reporting Time Spent in Selected Activities

	0 Hours	5 or Fewer	> 5 Hours
Interacting with colleagues informally	7.9%	79.3%	12.2%
Reading professional journals	9.4%	79.2%	10.5%
Attending or preparing for professional meetings or conferences	39.6%	56.2%	3.0%
Attending workshops, classes, etc. solely to improve prof. performance	45.2%	51.2%	2.6%
Doing work related to a professional organization	55.6%	41.2%	2.2%
Conducting research	57.0%	34.3%	7.8%
Taking courses or doing other work toward an advanced degree	73.4%	17.4%	8.2%

Note: Percentages do not always add up to 100 percent because missing, unreadable, and inappropriate responses, which are not listed here, were calculated as part of the total.

In terms of overall professional development activity as determined by the number of years since participants have been involved in selected activities, conference attendance ranked high. Almost ninety-percent of all respondents reported having attended a conference (local, regional,

national, etc.) within the past three years. Less than two-thirds of respondents, however, reported having participated in the next highest ranked activities: active involvement in course revision (63.3%), conference planning (57.7%), and course development (51.8%). Activities even less frequently pursued include educational leave or sabbaticals, internships and exchanges, publication of articles and books, and application for research grants; slightly fewer than 50 percent of respondents cited these as activities that they have ever pursued (See Table 2.4.). Obviously, problems with accessibility or the lack of availability of sabbatical leave, internships, and exchanges on some campuses explains the fact that professional personnel seldom engage in these activities.

Table 2.4.
Percent of Respondents Reporting # of Years Since Participation in Selected Activities

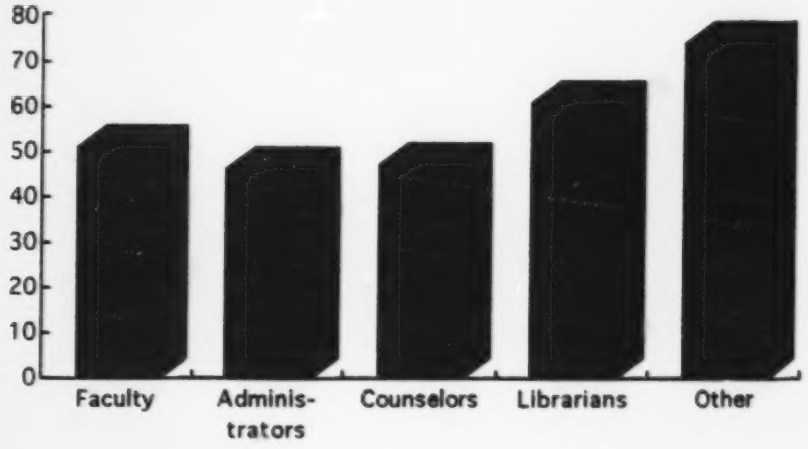
	3 Years or Fewer	>3/<10 Years	10 Years or More	N/A
Conference attendance	87.7%	07.8%	01.5%	02.2%
Course revision	63.3%	10.1%	03.9%	21.7%
Conference planning	57.7%	14.6%	08.1%	18.6%
New course development	51.8%	17.6%	07.5%	22.0%
Professional committee	49.6%	12.7%	10.5%	26.1%
Teaching experiment	49.5%	11.9%	10.7%	26.6%
Colloquy	45.9%	11.3%	09.3%	32.1%
Course revision for general ed.	45.0%	11.5%	05.3%	36.5%
Credit courses	37.7%	28.6%	26.4%	06.2%
Scholarly contribution	36.2%	15.1%	17.8%	29.5%
Application for research grant	14.4%	06.3%	16.6%	61.4%
Article publication	13.8%	10.0%	24.3%	50.6%
Book publication	12.2%	06.4%	17.5%	62.5%
Internship/Exchange	11.4%	05.5%	19.2%	61.9%
Educational or sabbatical leave	09.8%	07.0%	26.4%	55.1%

Note: Percentages do not always add up to 100 percent because missing, unreadable, and inappropriate responses, which are not listed here, were calculated as part of the total.

The low percentage of respondents who cited conducting research as a professional activity in which they are actively involved is not surprising given the strong commitment to teaching that has long stood as the primary mission of the community college and, of course, the institutional

perception that teaching precludes research (Seidman, 1985; Block 1991; Vaughan, 1991; Palmer, 1991; Vaughan & Palmer, 1992). A 1988 national survey of faculty conducted by the United States Department of Education found that two-year college faculty spend significantly less time per week doing research and significantly more time per week teaching than do their four-year counterparts (Russell, et al, 1990). And it isn't only faculty who are not engaged in scholarship; survey findings show that a similar number of administrators (46%), librarians (47%), and counselors (61%), and others (74%) report having never contributed a scholarly work to their field, published an article or book, or applied for a research grant (See Figure 2.3.). It has been suggested (Vaughan, 1991) that the relatively low value placed on research and scholarship by academic deans and presidents of community colleges creates a campus climate that not only fails to promote these activities but also "inhibits other members of the college community from pursuing publications as legitimate and desirable scholarly outlets" (p. 7). The fact that scholarship tends not to be a significant part of the rewards systems of community colleges further attests to a climate that fails to nurture scholarship.

Figure 2.3. Percent of Respondents, by Position, Who Reported Having Never Participated in Scholarship and Research



Other factors besides the teaching mission and climate of community colleges that affect scholarship in the Virginia Community College System emerge from this study. One factor is the educational preparation of respondents; the study shows that 63 percent of doctoral degree holders have either published a professional work or applied for a research grant in their field within the past

ten years compared to only 45 percent of specialist or C.A.G.S. degree holders, 32 percent of master's degree holders, 24 percent of professional degree holders, and 21 percent of bachelor's degree holders. It is not surprising that training in academic research is a significant factor affecting scholarship in Virginia's community colleges. A national survey of scholarship in the two-year college reported similar findings: fifty percent of respondents holding a doctoral degree had published a scholarly work (scholarly work is broadly defined in the study) compared to only 36 percent of those holding the master's degree (Palmer, 1992). Palmer also notes that there are significant differences in the kinds of scholarly work produced by those who hold degrees in the liberal arts and sciences, and those who hold degrees in education or in vocational/technical areas; the former are more likely to publish in their field and less likely to work on educational materials, technical innovations, and community informational materials. The VCCS study did not obtain information about types of degrees held nor specific scholarly contributions and, therefore, can neither confirm nor deny this finding. However, other variables affecting differences in scholarly activity were found in the VCCS study between male and female respondents, and between transfer and occupational/technical faculty; these findings are discussed later in this report .

Individual Professional Development Goals

Almost eighty-six percent of all respondents said that they will pursue professional development activities in the upcoming year. However, the lack of time (43.2%) and money (27.7%), two factors that have perennially thwarted efforts to stay professionally up-to-date and vital, were cited as primary impediments to professional development. In a "preliminary national appraisal" of community college faculty that was published more than twenty-five years ago, Garrison (1967) concluded that the lack of time for professional development activities would stymie professional growth and, hence, undermine the overall quality of two-year institutions. Even then, before the more recent demands presented by increased accountability and student diversity, faculty "pinpointed their most pressing professional problem with one word: Time. . . . There is not enough time, the teachers said over and over, to keep up in my own field; to develop innovations or new

methods in my own teaching; to do a proper job with individual students; to investigate what other junior colleges are doing; to study for myself; to discuss educational matters with my fellow-teachers" (p. 30). VCCS respondents perceived time to be the largest obstacle to professional development; this was the case for all groups, regardless of position held, age, gender, or (in the case of faculty) courses taught (See Figures, 2.4., 2.5., 2.6., & 2.7.).

Figure 2.4. Percent of respondents who cited lack of interest, inconvenience, lack of money, lack of time, and other factors as "the single greatest factor" affecting the decision not to participate, by position.

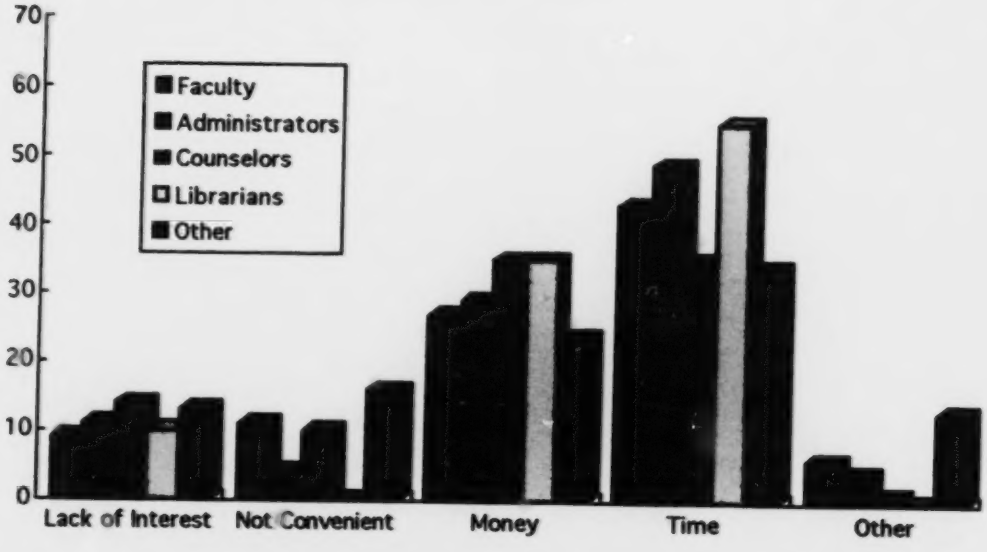


Figure 2.5. Percent of respondents who cited lack of interest, inconvenience, lack of money, lack of time, and other factors as "the single greatest factor" affecting the decision not to participate, by age.

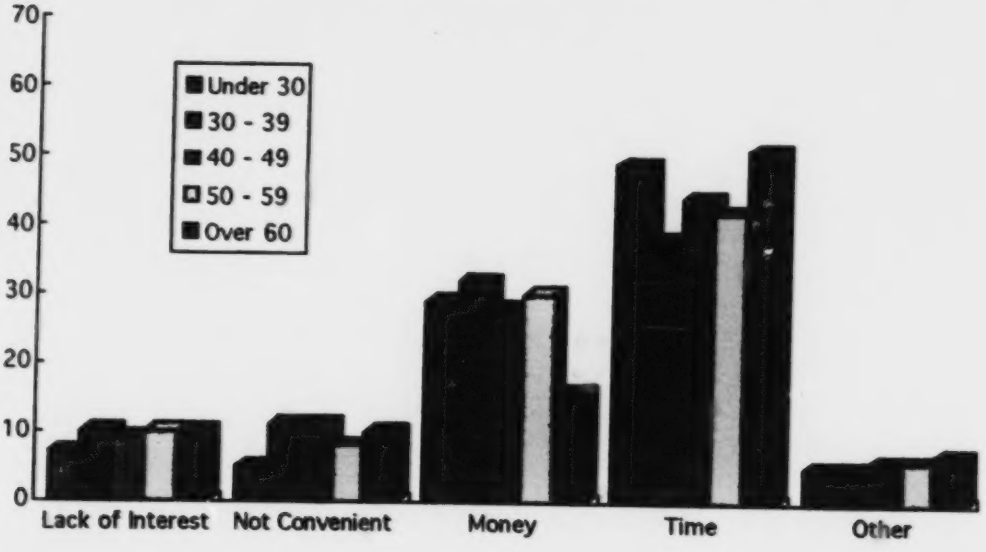


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Figure 2.6. **Percent of respondents who cited lack of interest, inconvenience, lack of money, lack of time, and other factors as "the single greatest factor" affecting the decision not to participate, by sex.**

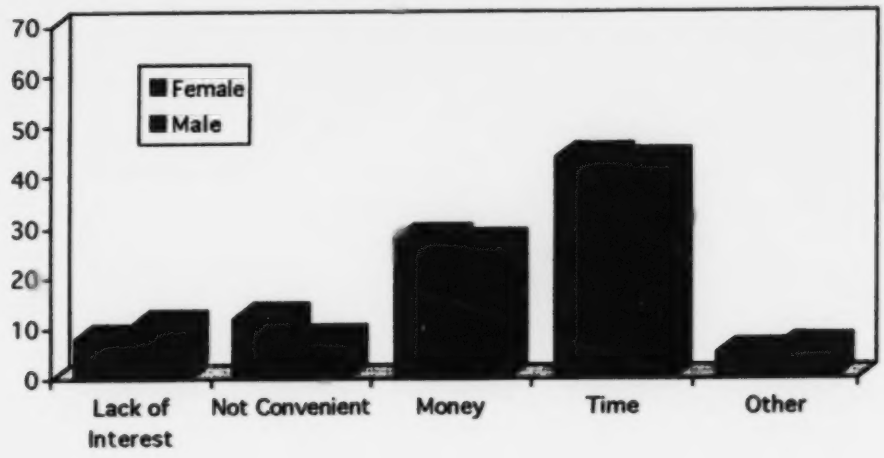
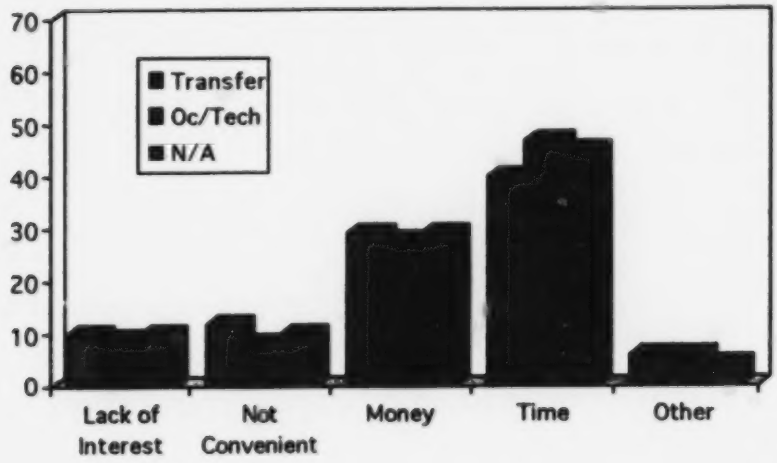


Figure 2.7. **Percent of respondents who cited lack of interest, inconvenience, lack of money, lack of time, and other factors as "the single greatest factor" affecting the decision not to participate, by courses taught.**



Only 9 percent of all respondents cited lack of interest as the "*single greatest factor* influencing their decision not to participate in professional development activities"; ten percent reported that personal obstacles (e.g., child care, physical health, etc.) were responsible for lack of participation. Written comments revealed other factors that also mitigate against professional

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development, including (in rank order) the following: inability to take time off, poor quality or irrelevance of offerings which result in no professional gain, lack of energy, and impending retirement. Some faculty said that arranging for class coverage and "playing catch-up" when they return from a professional activity is a deterrent, and one administrator commented, "State regulations make it almost impossible for me to obtain time to do research off-campus with pay and without loss of benefits."

Nearly all respondents identified increased effectiveness in their jobs (98.1%) and increased knowledge in their respective fields (97.5%) as a "somewhat important" or "important" professional goal. More than half (54.9%) seek higher rank, and 40.3 percent would like to obtain a higher degree.* Only 15 percent of all respondents reported obtaining a position at a four-year college, and only 14.9 percent of non-administrative personnel reported obtaining an administrative position as an "important" or "somewhat important" goal. In a national survey of faculty conducted by Cohen and Brawer (1977), 75 percent of respondents said they found the prospects of working at a four-year college "very attractive" or "somewhat attractive," and 38.1 percent found the prospect of obtaining an administrative position in a community or junior college very or somewhat attractive. The low percentage of respondents in the VCCS study who expressed the desire to move out of the community college or into an administrative role may suggest commitment to the career, or it may at least partially result from the fact that nearly half (47.8%) of all respondents have been in their current positions for more than 10 years and are, therefore, unwilling or unable to consider a career move, given that investment of time.

Respondents were asked to determine the likelihood of pursuing selected professional development activities if they were given the opportunity through funding, sabbatical or educational leave, or released time. Table 2.5. presents a list that ranks the professional activities that respondents said they would be "somewhat likely" or "likely" to pursue if given the opportunity. Conferences and workshops ranked high as preferred professional development activities, which is

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* This figure (40.3%) closely parallels the number of respondents who have completed a university-credit course within the past three years (37.7%), which indicates that more than one-third of all administrative, academic, and professional personnel are working toward a higher degree.

consistent with the actual activities in which respondents said they engage. Conferences were also reported as an effective means for keeping up-to-date with new developments and for improving professional performance; 90.2 percent of respondents found conferences to be "somewhat effective" or "effective." The previously mentioned study of professional development in the disciplines in the VCCS (Palmer, 1992) concluded that faculty often feel isolated from their colleagues, that there is a desire among faculty for greater collegiality, which might at least partially explain the attraction of conferences and workshops as professional development activities.

Table 2.5.
Percent of Respondents "Somewhat Likely" or "Likely" to Pursue Selected Activities

"Somewhat Likely" or "Likely" to Pursue	All Respondents
Professional conferences	92.4%
College-sponsored presentations, workshops, etc.	86.8%
Summer institutes, workshops, etc.	67.2%
University credit courses	66.0%
Non-credit courses	60.6%
Formal colloquia or symposia	54.5%
Research and scholarship	48.5%
Internship or exchange in business/industry	35.6%
Academic exchange	34.7%

Other professional development activities that were found to be effective methods for keeping up-to-date in one's field and for improving professional performance included reading professional journals, engaging in informal conversations with colleagues, and participating in site visits; 81.3 percent of respondents found these activities to be "somewhat effective" or "effective." Respondents cited participation in computer networks, internships and exchanges, teleconferences, and research and scholarship as the least effective means of professional development; only 41 percent of respondents found these activities to be "somewhat effective" or "effective." Similarly,

these were the four activities that ranked highest as activities that respondents said they have not pursued. So it may be that due to lack of awareness, lack of availability, lack of training, or lack of interest, professional personnel have not had sufficient experience with certain approaches to professional development to be able to accurately assess their worth for professional development.

The only noteworthy differences between the professional development activities of full-time and part-time respondents were in the areas of instruction-related activities, collegial forums, and course work (See Appendix D for complete full-time, p. 147, and part-time, p. 169, data). The study shows that part-time faculty (n=196) are less involved in course development, course revision, and teaching experiments than are full-time faculty (n = 1,758). Forty-two percent of part-time respondents reported having engaged in these activities in the past three years compared to 56 percent of full-time faculty. And part-time faculty are not as active in conference attendance and colloquia (51.8% of part-time compared to 68.6% of full-time). Differences between full-time and part-time faculty in curriculum-related activities and collegial interaction are perhaps indicative of the sense of being left out that adjuncts voiced in written comments: "Part-time faculty are viewed as robots for the most part . . . they see me as slave labor--if I leave 'so what' and if I stay, just do my job, stay out of the way, and don't dare ask for anything such as professional development." Interestingly, more part-time respondents reported having completed a university-credit course in the past three years than full-time respondents (48.0% compared with 36.6%), perhaps in an effort to secure a full-time position. Findings indicate that 62.8 percent hope to obtain a full-time community college position, which is probably reflective of the fact that only 28.6 percent of part-time respondents reported being engaged in outside employment for more than twenty hours per week.

Institutional Support

Over two-thirds of all respondents (67.1%) reported that the administration at their institutions either "mildly" or "strongly" encourages professional development; however, slightly more than one-third (37.3%) indicated that financial support for professional development is either "somewhat adequate" or "adequate." Table 2.6. clearly indicates that respondents do not believe

there is adequate support, or even somewhat adequate support, for some of the most basic professional development activities. Activities identified as the most well-funded included registration fees and travel expenses for professional meetings, which is encouraging given that respondents reported conferences as a highly effective professional development activity. However, it should be noted that 35.7 percent of all respondents reported that financial support for registration fees for professional meetings and 40.7 percent reported that financial support for travel expenses for professional meetings are either "somewhat inadequate or "inadequate." Support for sabbaticals, retraining for fields in technology, and educational leave were among activities that respondents perceived as receiving the least support. Additionally, findings indicate that part-time faculty perceive there to be little financial support for professional development; only 12.8 percent believe there is "somewhat adequate" or "adequate support" for selected professional development activities.

Table 2.6.
Percent of Respondents Reporting Adequacy of Financial Support for Selected Activities

"Somewhat Adequate" or "Adequate	All	Full-Time	Part-Time
Registration fees for professional meetings	54.3%	58.0%	18.8%
Travel expenses for professional meetings	49.4%	52.9%	16.4%
Tuition reimbursement	43.8%	47.1%	12.8%
Training in computer skills	40.0%	42.5%	16.9%
Released time	33.4%	35.6%	12.2%
Educational leave	31.9%	34.2%	09.7%
Retraining for fields in technology	27.6%	29.1%	12.7%
Professional association membership fees	20.5%	21.8%	08.2%
Sabbatical leave	18.3%	19.5%	07.2%

Institutional environment is often cited as a factor influencing professional development. Clark and Corcoran (1989) contend that career vitality is affected at least as much by professional socialization and by organizational structure and conditions, such as mission and rewards, as it is by

personal variables such as intelligence and personality (p. 12). And even though research has yet to establish conclusive causal links between specific aspects of institutional environment and the professional development of individuals, there are studies suggesting that the organization in which a person is employed plays a significant role in shaping his or her attitudes and behaviors. The findings of one ethnographic study (Kanter, 1977) indicate that the organizational structure actually forms people's sense of themselves and their possibilities. And there is speculation that low morale resulting from job dissatisfaction results in reduced productivity. In an article in the Chronicle *of Higher Education*, Irving Spitzberg concludes from his experiences while serving as general secretary of the American Association of University Professors that faculty morale is low, and that when faculty suffer from low morale, "they stop spending a great deal of energy on teaching, research comes to a halt, and all they are able to do is talk about survival. This dramatically erodes the quality of life and the quality of the institution. Society, students--everything gets shortchanged" (Jacobson, 1984, p.15). When morale is low and job dissatisfaction is high, professional vitality is negatively affected. In general, studies suggest that the determinants of job satisfaction are recognition, achievement, responsibility, the work itself, and relations with students. The determinants of dissatisfaction include working conditions, supervision, and policy and administration.

Survey findings indicate that slightly fewer than half (49.7%) of all respondents either "mildly agree" or "strongly agree" that morale at their institution is high. And almost 40 percent of respondents either mildly or strongly agreed that faculty and administrators are typically at odds. In a comparable national survey, only 19 percent of respondents reported that faculty are typically at odds with the administration. Compared with national norms, then, there is an unusually strong sense of antagonism between faculty and administrators in the VCCS, but in terms of relationships with specific, immediate supervisors, findings indicate a more positive relationship than is evidenced by national norms. Written comments support the difference between attitudes toward "the administration" and individual administrators; perhaps, this comment from a faculty member is most reflective of this attitudinal difference: "My chairperson has always encouraged professional development. He has done his best for us given the severe, shameful budget restrictions placed on

us by the VCCS." In general, written comments by all respondents, regardless of position, suggested that immediate supervisors are often perceived as the scapegoats of "the administration." Attitudes toward colleagues tended to be more positive than attitudes toward administrators. Seventy-seven percent of all respondents either "mildly agreed" or "agreed" that professionals at their institutions respect each other (compared with 38.7% nationally), and 65.5 percent said there is a sense of collegiality at their institutions.

Overall, part-time respondents perceived a much more positive institutional environment than did their full-time counterparts; 71.4 percent either "mildly agreed" or "agreed" that morale at their institutions is high, compared with 47.4 percent of full-time respondents. In Cohen and Brawer's (1977) study of two-year faculty, they also found greater satisfaction among part-time faculty: "By all accounts the part-time instructors should be less satisfied. Their wages are lower, they have little job security, and they tend to be given the left-over teaching assignments. But they are not" (p. 28). The only aspect of institutional environment that part-time respondents rated lower than full-timers was in the provision of professional development opportunities; only 33.7 percent of part-time respondents either "mildly agreed" or "agreed" that sufficient opportunities for professional development are made available at their institutions, compared with 44.3 percent of full-time respondents.

Any effort to understand the complex issue of job satisfaction and morale must take into account extrinsic factors, factors that exist outside the individual. Extrinsic factors, such as decreased funding for professional development, stagnant salaries, larger enrollments and class sizes, and increased demands on time, were frequently cited by respondents in their written comments as reasons for being dissatisfied in their jobs. As one faculty member put it:

> In the twenty-five years I have taught at **** our course load has increased, our work load has increased, and faculty support has decreased significantly. We have not had a raise in three years, support funds have been cut, etc. We are required to work overloads if our total course load for the year might fall short by one or two hours. Most professional development has to be pursued in our 'off-time'; however, many of us persist. There is not much incentive to

> pursue innovative teaching methods and technology when we do not have the equipment available to implement the use of them in the classroom. I only hope some of it becomes available before I retire, but I won't last until the year 2000!

Administrators voiced similar frustrations born of lack of time and money:

> Where we fall short in professional development is not from lack of caring, but in time, funds, and effort. We miss the mark because we get busy, short-sighted, distracted; we lack funding to support all the initiatives; we fall back on habit, frustrated by multiple responsibilities. We forget that our colleagues have pressures of their own.

Other extrinsic factors cited by respondents as negatively affecting morale include reduced insurance benefits, retrenchment, outdated equipment, and worries about an increase in the standard teaching load (from 15 to 18 credit hours).

Other Findings

Cross-tabulations by gender, age, longevity, position, and type of courses taught (faculty only) revealed a variety of differences in professional development activities, goals, and perceptions about institutional support among the different subpopulations (See Appendix D for complete cross-tab data). Salient findings for each group are discussed below.

Gender

Survey findings indicate that gender differences are related to differences in professional development activity. First, women are significantly more involved in group-oriented activities than are men. For example, female respondents reported spending more time attending professional meetings and conferences, taking courses toward an advanced degree, and attending workshops; almost 50 percent reported spending between one and ten hours per week participating in these activities compared with 40 percent of male respondents. Forty-eight percent of female respondents reported having completed a university credit course within the past three years; 77 percent reported that it is "somewhat likely" or "likely" that they will take such courses if given the opportunity to do

so in the future; and 73 percent evaluated university credit courses as "somewhat effective" or "effective," compared with 30 percent, 58 percent, and 57 percent of male respondents respectively.

Second, significantly more females than males reported obtaining a higher degree and obtaining higher rank as important professional goals. Fifty percent of female respondents said that obtaining a higher degree was a "somewhat important" or an "important" goal, and 65 percent cited obtaining higher rank as similarly important. By contrast, only 33 percent of male respondents reported obtaining a higher degree as a "somewhat important" or an "important" goal, and 47 percent cited higher rank as important. The importance attributed to the acquisition of an advanced degree and rank by females is consistent with their more active involvement in university course work. These goals and activities undoubtedly reflect differences in current levels of academic achievement and differences in rank between males and females. For example, nearly twice as many male respondents (n = 266) as females (n = 134) already hold doctoral degrees, and significantly more males (n = 331) than females (n = 253) have completed course work or advanced degrees beyond the master's. Also, more than twice as many male respondents (n = 238) as female respondents (n = 118) hold the rank of full professor, and significantly more males (n = 360) than females (n = 232) hold the rank of associate professor. Similarly, higher administrative positions

Table 2.7.
Academic Rank and Administrative Title, by Sex

	Female n	Male n
Academic Rank		
Professor	118	238
Associate Professor	232	360
Assistant Professor	263	260
Instructor	172	115
Lecturer/Adjunct	95	101
Administrative Rank		
President	3	20
Dean	10	39
Division Chair or Director	42	98
Coordinator/Administrator of Program	132	126
Other	58	74

appear to be held predominantly by males (See Table 2.7.). There are studies indicating that age, not gender, is the most significant factor affecting educational achievement and rank. The VCCS study only partially supports this finding. There were nearly twice as many female respondents who are under forty (n = 209) as male respondents (n = 106) and 28 percent fewer female (n = 691) than male (n = 961) respondents who are forty years of age or older. The age factor might partially explain the lower academic and administrative rank of women, as well as differences in educational achievement between the sexes. However, the large proportion of forty-and-over female respondents does not parallel their diminished representation in positions of higher rank, in both academia and administration. Clearly, the age factor alone cannot even begin to explain the broad gender gaps that exist in upper-level administrative positions.

Third, findings indicate that female respondents are not as involved as male respondents in scholarship and research. Male respondents reported greater involvement in scholarly activities; forty-six percent have published articles or books during their career, and 40 percent have applied for research grants, whereas only 37 percent of female respondents have published scholarly works and only 34 percent have ever applied for a research grant. Again, differences in academic preparation between the sexes probably contribute to differences in scholarship and research.

The findings of this survey concerning gender differences in professional activities are supported by previous research; for example, Palmer (1992) found that women are less likely than men to publish but more likely than men to attend conferences (p. 56). Attempts to explain why these differences exist and persist is still largely speculative, but one claim is that female responsibilities to family are largely responsible for differences in professional activity among males and females. Cytrynbaum, et al, (1982) describe the career of female faculty as the proverbial balancing act: "Relational attachment and affiliation tip one end of the scale, while achievement and career weigh on the other side" (p. 14). However, the findings of the VCCS survey do not support the contention that women find personal circumstances to be the primary impediment to professional development. Only a slightly larger percentage of female respondents cited the inconvenience created by personal circumstances, such as child care, as the "single greatest factor"

influencing their decision not to participate in professional development available to them (12.1% of female compared to 7.8% of male respondents). Males and females, almost equally, attributed non-participation to lack of time and lack of money.

Socialization and gender bias may also contribute to differences in the professional activities of males and females. For example, in interviews with female faculty conducted by Cytrynbaum, et al, women reported that their nurturing skills (traditionally associated with the female gender) were more highly valued by the institution than other, less traditional skills, like leadership, management, etc. Also, Seidman (1985), in a survey of community-college faculty, found that women, regardless of position held, "find themselves having to contend with unspoken assumptions about the norm of male leadership . . . They find that they must constantly cater to or figure out a way to go around traditional male assumptions about who has good ideas and how best to get things done" (p. 268). As long as women are socialized and then stereotyped by society and by their institutions as nurturers and followers, they are unlikely to go beyond participation in the group-oriented (family-like) activities that, while certainly worthwhile, are not as highly valued by the institution as scholarly activities, which tend to be solo performances.

Perceptions about the funding and other support for professional development provided by institutions are not markedly different between males and females, nor are there marked gender differences in responses to questions about overall institutional environment and morale. Other research findings that lend support to the conclusion that gender has no significant bearing on job satisfaction include studies by Cohen and Brawer (1977) and Astin, Korn & Dey (1991).

Age and Longevity

Survey results indicate that age and the number of years one has held a position affect the participation rate and the amount of time spent on various professional activities. Of course, age and longevity are not always interrelated; differences in career dynamics, e.g., career timing and career change, can result in older entry-level personnel sharing attitudes and behaviors with a younger cohort. Data gathered from this survey, however, suggest similarities in response based on age and

longevity. Findings indicate, for example, that respondents who are under thirty years of age and those who have been in their current position for five or fewer years spend less time than other cohorts engaged in most professional development activities, the notable exception being course work toward an advanced degree. Likewise, this cohort rates the acquisition of an advanced degree much higher as a professional goal (81% identify a higher degree as a "somewhat important" or and "important" goal) than do the other cohorts (52%). The time dedicated to course work and the pursuit of a higher degree may explain the higher percentage of respondents in this group who had not pursued other professional development activities, such as professional conferences and scholarly work. Respondents under thirty years of age and those employed for five or fewer years perceived morale to be higher than did the other cohorts; 65.9 percent "mildly agreed" or "strongly agreed" that morale at their institution is high, compared to an average of 49 percent of respondents in the 30-59 group. This contradicts other research findings which indicate that the more years one has been in a two-year college, the higher the level of satisfaction (Cohen & Brawer, 1977, p. 27).

The 30-39 cohort reported spending less time interacting with colleagues informally than did other cohorts (12.8% compared with 6.3%). This group also responded most affirmatively to the question of whether or not professional development will be pursued in the upcoming year; 91.6 percent answered yes, compared with an average of 82.7 percent of the other cohorts. Conversely, they reported greater concern that professional development opportunities are not sufficiently provided them by the institutions; only 39.7 percent "mildly agreed" or "strongly agreed" that such opportunities were available, compared with 47 percent of the other cohorts. These findings support studies indicating that this is a very task-oriented stage, a period of preparation for mobility or promotion (Schien, 1978; Baldwin, 1990). The 30-39 cohort reports an eagerness to engage in professional development activities but a feeling that their institutions are not making such activities available to them.

The 40-49 cohort and those holding the same position for 11-20 years reported spending more time engaged in course development and revision, scholarly work (e.g., applying for research grants), and professional committee work outside the college. A marked decline in perceptions

about the importance of obtaining an administrative position, a position at a four-year college, or a position in a non-academic setting, was identifiable at this stage when compared with the younger groups, which may account for the comparatively greater amount of time spent on various professional development activities among this cohort. In recent years much has been written about the characteristics of midlife and midcareer. Osipow (1983) suggests that the accumulation of "commitments" that often besiege people once they reach midcareer (which generally coincides with midlife) are seldom professionally stimulating; it is possible that some of these activities, particularly committee work, are just commitments, not professionally enriching experiences. And study after study notes the loss of motivation and enthusiasm, the anxiety produced by an awareness of the limited time available to accomplish earlier goals, and the onset of a career plateau that are often characteristic of midcareer (Murphy & Burck, 1976; Cytrynbaum, 1982; Blackburn, 1985). By contrast, Baldwin (1990) contends that because mastery of work has been achieved, midcareer can be the maximally productive period in one's career if new goals are set and new challenges are sought.

The 50 and over cohort and those with twenty or more years experience reported spending less time involved in most professional development activities but generally more time doing work related to professional organizations and committees, and doing community service work. One area in which this group was found to be expectedly less active was in taking courses toward an advanced degree; only 25.2 percent reported having completed a university credit course in the last three years (compared with an average of 56.3% of the other cohorts), which probably corresponds to having already achieved most rank and promotion goals. Also, only 80 percent of respondents in this cohort said they will pursue professional development in the upcoming year (compared with an average of 92.2% of the other cohorts). Some studies suggest that in late career the pace of work slows and attempts are made to establish oneself in activities outside the organization (Hall, 1976; Super, 1984). Factors affecting productivity in later years include decreased energy and other physical effects of aging, the accumulation of commitments, and changing family relations (Murphy & Burck, 1976; Osipow, 1983; and Cytrynbaum, 1982). Also, Kanter (1977) describes the plateau effect that often sets in, usually at midcareer, upon achieving a sense of professional security and confidence; going

through the motions can replace active career involvement from midcareer through retirement. Without institutional intervention, faculty and administrators may execute their duties during this period with a general lack of enthusiasm or infusion of new ideas, which has obvious detrimental ramifications for institutions of higher education. However, Baldwin (1990) finds that senior faculty solve problems independently and are, therefore, less likely to participate in formal professional development activities. And in a review of the research on productivity and aging, Reskin (1985) concludes that any simple effects of aging on productivity appear to be small. Rather, demonstrated determinants of productivity include the nature of one's primary activity, the institutional setting, and the availability of resources.

These findings lend support to the theory of career development which suggests that at different career stages (regardless of age), which frequently coincides with particular age groups, people are normally engaged in different professional activities and have different professional interests and needs.* For example, entry-level faculty and administrators are attempting to become established in the institution, to learn the expectations, values, and culture of the college; therefore, in struggling to achieve mastery of their jobs and to become established, they not only have less time for the kinds of professional development activities that senior faculty and administrators engage in; they also have less of a need to pursue those activities (Levinson, et al, 1978; Clark & Corcoran, 1989; Baldwin, 1990). Likewise, senior faculty and administrators may not be as interested in obtaining higher degrees either because they have already earned the highest degree to which they aspired, or because they have other commitments that take precedence. As a consequence of different professional interests and needs at different ages and career levels, consideration should be given to the provision of professional development opportunities at each career stage.

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* In a survey conducted by Brakeman (1989), it was found that faculty members, even at the same career stage, were very different in terms of their professional development activities.

Position

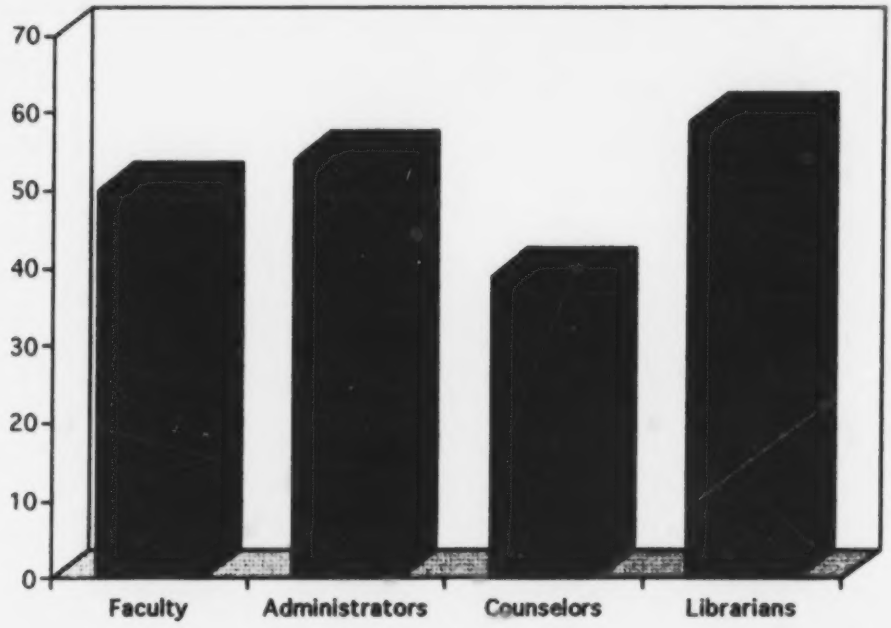
The only significant differences in professional development activities among respondents in the various professional roles were in conference/workshop planning, colloquy participation, and service on professional committees outside the college. Survey findings indicate that administrators and counselors are more involved in conference/workshop planning (91% and 85% respectively have planned a conference or workshop within the past three years compared with 67% of faculty and librarians); administrators are more involved in professional colloquies (73% compared with 50% of faculty, counselors, and librarians, have participated in a professional colloquy within the past three years); and administrators are more involved in professional committee work outside the college (86% compared with 58% of faculty, counselors, and librarians, have participated in professional committee work outside the college within the past three years). These differences are perhaps at least partially attributable to differences in job responsibilities, and perhaps opportunities.

Other notable differences based on position are evident in professional goals and institutional perceptions. Of all positions analyzed, counselors reported the greatest interest in obtaining higher rank and administrative positions (65% and 34% respectively); relatedly, 72 percent reported that it is "somewhat likely" or "likely" that they would pursue university credit courses if given the opportunity (compared to 62% of other groups). These goals could result from what Seidman (1985) refers to as the feeling among counselors that they are "at the bottom of the collegial totem pole" (p. 269). He notes that in addition to advising, counseling, and in some cases providing therapy for students, they sit on committees, solve administrative problems, do liaison work with four-year colleges and universities, and teach. "Because they do not have the autonomy of faculty, they are expected to be around all the time; and because they are around, administrators often call upon them to do what needs to be done" (p. 270). Perhaps these high expectations also explain the fact that counselors reported the lowest perceived institutional morale of any other group. Only 39.1 percent "mildly agreed" or "strongly agreed" that morale is generally high at their institutions compared with an average of 56.4 percent of other groups (See Figure 2.8.). In general, counselors' perceptions of nearly every aspect of institutional environment were markedly less optimistic than

others'. Black (1992) identifies the ever-growing demands placed upon counselors to effectively deal with a diverse population of students, and she contends that the needs of these students cannot be met without the ongoing professional development of counselors.

Librarians reported a more optimistic view of the institutional environment; 58.6 percent either "mildly agreed" or "strongly agreed" that morale at their institutions is high. And, in general, librarians' perceptions of nearly every aspect of institutional environment were markedly more optimistic than others'.

Figure 2.8. **Percent of Respondents, by Position, Who "Mildly Agreed" or "Strongly Agreed" That Morale at Their Institutions Is Generally High**



Faculty rated the effectiveness of teleconferences and computer networks for professional development much lower than did other groups; only 35.8 percent cited teleconferences and 29.3 percent cited computer networks as "somewhat effective" or "effective" for keeping up-to-date in their fields (compared to an average of 57 percent and 43 percent of other groups). Faculty also rated institutional support for nearly all professional development activities as extremely low, particularly sabbaticals, educational leave, and retraining for fields significantly affected by rapidly changing technology; only 33.3 percent of faculty reported institutional funding for the activities

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listed on the survey to be "somewhat adequate" or "adequate." Fifty-five percent of administrators, by contrast, reported institutional funding for the activities listed on the survey to be "somewhat adequate" or "adequate." A national study of the perceptions of administrative support for teaching and faculty development (McFerron, et al, 1990) also reported a marked difference between administrative and faculty perceptions about the adequacy of institutional funding for development. In the study, 46 percent of deans and 40 percent of chairs surveyed rated institutional funding for teaching and research support as "good" or "excellent" compared with 33 percent of faculty.

Transfer and Occupational/Technical Faculty

Differences in professional activities also emerged between transfer and occupational/ technical faculty. Findings indicate that transfer faculty spend more hours per week doing committee work and research-related activities (42% of technical faculty reported that they have never engaged in significant scholarly work, and 71% have never applied for a research grant; for academic faculty, the percentages are 19% and 56% respectively). And only 38 percent of technical faculty report that it is "somewhat likely" or "likely" that they will pursue research and scholarship if given the opportunity (compared with 58% of transfer faculty).

Occupational/technical faculty are more involved in different professional activities, like student recruitment, professional organization activities, and interaction with outside agencies. Also, 45 percent reported having completed a university-credit course within the last three years, compared with 34 percent of transfer faculty. Relatedly, 48 percent of technical faculty compared with 34 percent of transfer faculty cited obtaining a higher degree as "somewhat important" or "important," and 72 percent say it is "somewhat likely" or "likely" that they will pursue university credit courses if given the opportunity. Not surprisingly, technical faculty are more interested in internships (48 percent say it is "somewhat likely" or "likely" that they will pursue an internship if given the opportunity) than are academic faculty (29%).

Aside from these differences, the development activities most recently undertaken (within the past three years) by transfer and technical faculty appear relatively similar; a 1991 survey

conducted by the National Center for Research in Vocational Education confirms the overall similarity of professional development activity among transfer and technical faculty (Hoerner, et al, 1991). Nonetheless, in a study of the professional development needs of South Carolina's two-year technical faculty (1988), it was found that, while not radically different in overall development activities, technical faculty do have certain development needs that differ from academic faculty; for example, they must be able to demonstrate occupational skills; manage laboratory/shop courses; and maintain instruments, equipment, and supplies. The researchers conclude that obvious differences in the development needs of technical faculty and academic faculty "indicate that attention should be given and provisions made for such differences, as feasible, in both the preservice preparation of Tech faculty and in their professional development activities" (p. 180).

Summary

A systemwide survey of all full-time personnel holding faculty rank and ten percent of part-time faculty was conducted in the fall and winter of 1992-93. The following characteristics present a profile of respondents:

- Slightly more than half are male (51%).
- Nearly 80 percent are forty years old or older.
- More than half have been at their colleges for more than ten years
- Fewer than 20 percent hold doctoral degrees; 10 percent are working toward a doctorate.
- Full-time faculty make up 72 percent of the population studied, administrators make up 17 percent, counselors make up 5 percent, librarians make up 1 percent, others make up 2 percent, and 3 percent did not identify their position.
- Nearly 63 percent of all administrators are male; 37 percent are female.

Survey findings related to current professional development activities show that respondents spend more time, overall, engaged in individual activities, such as collaborating with colleagues and reading professional journals, than in group activities, such as conference attendance and course work. However, among selected professional development activities, conference attendance ranked

high as an activity that respondents have recently pursued (88%) and are likely to pursue in the future (93%). The percentage of respondents who reported recent participation in all other non-conference professional development activities was less than two-thirds; however, respondents reported it likely that they would pursue college-sponsored presentations, summer institutes, and course work if they had the opportunity. Professional development activities least frequently pursued or desired are related to scholarship and research; more than 50 percent reported that they have never applied for a research grant or published an article or book. The lower the level of educational attainment of the respondent, the less likely it was that he or she reported having ever been involved in scholarship.

Nearly 86 percent of all respondents said that they will pursue professional development activities in the upcoming year. Most (98%) hope to increase the effectiveness with which they perform their jobs and to increase their knowledge of new developments in their fields (98%); however, lack of time and money were cited as primary impediments to professional development. Over 70 percent of respondents cited these two factors as having the greatest impact on whether or not they participate in professional development activities when they are available.

About half of all respondents cited obtaining higher rank or higher degrees as professional goals; very few (15%) reported seeking a position outside the community college or seeking an administrative position as professional goals.

Over two-thirds of all respondents (67%) reported that the administration at their institutions encourage professional development; however, only slightly more than one-third (37%) indicated that financial support for professional development is adequate. Financial support for the professional development activity reported as the most well-funded, conference-related fees, was perceived by only 52 percent of respondents to be "somewhat adequate" or "adequate."

Only half of all respondents reported morale at their institutions to be high. Forty percent perceive administrators and faculty as being typically at odds. In general, respondents' perceptions of immediate supervisors and colleagues were more positive. Sixty-six percent reported that

professionals are appreciated by their supervisors at their institution, and 77 percent agreed that professionals at their institution respect each other.

Other findings were related to the influences of particular variables, including gender, age, longevity, position, and type of courses taught (faculty only), on professional development activity. Findings suggest that women are significantly more involved in group-oriented activities, like conference and workshop participation, and course work, than men are. Because of significant differences in current levels of achievement, women reported the acquisition of higher rank and a higher degree as more important professional goals than did men. Also, women cited less involvement in scholarship and research.

The under-thirty cohort and those who have been in their position for five or fewer years reported being less involved in all professional development activities, except course work, than did other cohorts. This group also perceived morale at their institutions to be higher than did other cohorts. The 30-39 cohort was most optimistic about pursuing professional development in the upcoming year and least optimistic about being provided with the opportunities to do so. The 40-49 cohort and those holding the same position for 11-20 years reported being more actively engaged in all kinds of professional development activities, except course work, than other cohorts. Also, significantly fewer respondents in this group cited obtaining a position outside the community college or in administration as an important goal. The 50 and over cohort and those with twenty or more years experience reported spending less time involved in most professional development activities, particularly course work. It is not surprising, then, that fewer respondents in this cohort plan to pursue professional development in the upcoming year; only 80 percent reported that they will pursue related activities in the upcoming year, compared with 92 percent of other cohorts.

A variety of differences in the professional development activities, goals, and attitudes of persons holding different positions emerged from survey findings. Findings indicate that administrators rated institutional support for nearly all professional development activities as relatively high. Faculty, by contrast, rated institutional support for nearly all professional development activities as extremely low, particularly sabbaticals, educational leave, and retraining.

Administrators cited greater involvement in conference/workshop planning, colloquy participation, and outside committee work than are persons holding other positions. Counselors reported the greatest interest in obtaining higher rank and an administrative position; relatedly, they reported a greater likelihood of pursuing course work toward an advanced degree. And librarians reported the most optimistic view of the overall institutional environment.

Finally, findings indicate differences in the professional development activities of faculty who teach transfer courses and those who teach occupational/technical courses. Transfer faculty are more likely to have participated in scholarly work and less likely to have recently completed a university credit course than are technical faculty.

Overall, VCCS academic, administrative, and professional personnel show a remarkably strong commitment to professional development as is evidenced by the large percentage who have participated in a variety of professional development activities within the past three years, despite the fact that only slightly more than one-third (37%) concede the adequacy of financial support for such activities, nearly half report time as a significant impediment to professional development, and less than half (43%) believe that there exist sufficient opportunities for professional development at their institutions. VCCS professionals tend to be predominantly involved in traditional professional development activities, like conference and workshop attendance, journal reading, and course development and revision (but generally not experimental teaching). They are *not* as involved in the kinds of professional development activities that are most commonly associated with the university, e.g., formal colloquia, scholarship, and research. Nor are they active participants in professional development activities involving technology, like computer networks and teleconferences. These patterns of participation do not necessarily reflect preferences; the latter set of activities, for example, most likely reflects a lack of availability of equipment or, perhaps, a lack of training. What is perhaps the most salient result of this survey is the finding that professional development is approached very differently by different VCCS sub-populations, which suggests that diversity of opportunity must characterize a truly comprehensive professional development program.

Survey of Professional Development in VCCS Institutions

Background

The following report summarizes data obtained from a survey of each college in the Virginia Community College System. Results reported here are based on the responses of twenty-three presidents, administrative assistants, deans, etc. who answered the survey questions based on their knowledge of the professional development offerings and activities available on their campuses. They survey was conducted in the winter of 1993.

Procedure

The survey instrument was designed to gather information about the types of professional development activities financially supported by the institution, the source of funding, the structure of existing programs, the level of participation in selected activities, and the rewards offered for professional development. The questionnaire consisted of ten fill-in-the-blank and open-ended questions (Appendix E presents the complete survey instrument).

The survey instrument was mailed to each VCCS president along with a memorandum from the chancellor instructing them to have a member of their staff complete the form. Respondents primarily consisted of college presidents and deans; however, administrative assistants to the president and staff from various administrative offices--institutional research, instructional services, college services, human resources and personnel--completed the survey form at some schools. Each of the twenty-three colleges responded, yielding a 100 percent response rate.

Findings

Types of Activities Funded

Most institutions cited conference attendance and activities related to course work--tuition assistance and educational leave--as professional development activities that they financially support; 89 percent of the colleges surveyed reported these as funded activities. About half of the colleges cited on-campus programs. Only 11 percent of the institutions surveyed reported funding less traditional activities; for example, only one college cited programs for adjuncts and curriculum development as financially supported professional development activities they (See Table 2.8.).

Table 2.8.
Number and Percent of Colleges That Fund Activities, in Rank Order

Professional Development Activity	n	%
Conference Attendance	22	96%
Tuition Assistance	22	96%
Educational Leave	17	74%
On-campus Programs	12	52%
Special Projects (research, publication, etc.)	7	30%
Exchange Programs	4	17%
Released Time	3	13%
Curriculum Development	2	9%
Non-credit courses	2	9%
Site visits	2	9%
On-campus Courses	2	9%
Professional Membership and Subscriptions	2	9%
Technical Skills Training	2	9%
Teleconferences	1	4%
Curriculum Development	1	4%
Programs for Adjuncts	1	4%

Participation

Although educational leave was cited as a relatively well-funded activity, and 83 percent of the colleges reported that their institutions financially supported sabbatical or educational leave, only 1.4 faculty and administrators per year across the system were reported to actually receive it. One respondent commented, "[Sabbatical or educational leave] is rare; the last leave was granted more than five years ago for one administrative faculty member. There have not been sufficient funds to do so in recent years nor do I expect to have in the near future." Most colleges reported granting sabbatical/educational leave to one faculty or administrator per every three to five years. Two respondents (9%) said they were unaware that sabbatical leave was even available. Similarly, 78 percent (n = 18) of institutions surveyed cited unpaid leave for further study or related employment as a professional development offering; however, only .58 faculty and administrators per year were reported to receive unpaid leave.

Despite the fact that respondents said only 57 percent of faculty participate in professional development activities on a regular basis, representatives of twenty-two of the twenty-three colleges surveyed (96%) said they believe faculty are reasonably up-to-date in their fields. The one respondent who reported the contrary cited rapid changes in technology and management as factors contributing to the difficulty faculty in these areas have in staying up-to-date.*

Sources of Funding

Funding for professional development was reported to come primarily from local funds and discretionary funds in division budgets. Only one college cited grant funding as the primary source of funding for professional development; however, 17 percent (n = 4) of institutions surveyed noted that more and more funding for professional development is coming from grants as state funds decrease. Eighty-seven percent (n = 20) of respondents reported that their institutions have a line-item budget for professional development.

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* Respondents estimated that 48 percent of classified staff participate in professional development activities on a regular basis.

Professional Development Committees

Research findings indicate that more than half (65%) of the institutions surveyed have a professional development committee. At most institutions surveyed these committees, or, in many cases, subcommittees function as advisory groups, reviewing requests for funding and allocating funds for specific professional development activities or events. At some institutions, these committees identify professional development needs, prepare and publish information about professional development offerings at the institution, and plan professional development programs for preservice and inservice. In institutions with well-established, comprehensive professional development programs (as described below and in other sections of this report), the professional development committee is a standing committee that generally assists in the planning, implementation, and evaluation of the overall professional or human resource development plan. Nine percent (n = 2) reported that they are in the process of developing a professional development committee of some kind.

Extant Programs

Ten colleges (43%) reported having a professional development program in place; thirteen colleges (57%) said they do not have a program in place, but four (17%) reported that they are in the process of developing a professional development program. Of the extant programs, only two stand out as formal, comprehensive programs (as defined by Wheeler and Schuster, 1990). Qualities that distinguish these programs are listed below:

- *Philosophical base and general plan*. A statement expressing the philosophical basis for professional development activities (e.g., a rationale) and a general plan for future activities is published and made available to all groups served by the program.
- *Participant ownership*. Professional development or human resource development committees representative of each group to be served (e.g., administration, faculty, and staff) participate in program planning and operation.

- *Administrative support*. The president and academic officers provide leadership and financial support (including hiring appropriate personnel to manage the program), and through ongoing planning they seek to make the program responsive to both the short-term and long-term goals and needs of the institution.
- *Structural integration*. The program is campuswide; it is meshed with the campus's organizational structure, meaning that the development and implementation of professional development activities occur at all levels and across all segments of the institutional structure.
- *Comprehensiveness*. Professional, organizational, and personal development activities are made available to participants, and interconnectedness among these three areas is established.
- *Needs assessment*. Activities made available by the institution are based on the particular needs identified by each group served, as opposed to standard, generic offerings.
- *Evaluation*. A mechanism for program evaluation is in place. Evaluation results are used for future planning.

Professional development programs commonly start small; they are limited to a few offerings or a few segments of the population in the initial stages but gradually develop into comprehensive programs. According to the descriptions provided by survey respondents, most of the professional development programs reported to be in place at various institutions throughout the VCCS are still in the formative stages. These programs are limited in one way or another, as described below.

- Professional development activities are limited in form, existing primarily as on-campus workshops and other college-sponsored activities, or as funding for conferences or course work.
- Professional development activities are limited in range, covering only a very narrow informational field, like computer skills or coping strategies (how to handle stress, how to prepare for retirement, etc.)
- Professional development opportunities are available primarily to only one segment of the population (e.g., teaching faculty).

- Certain professional development opportunities are available only to those who need "remediation," who have a deficiency that needs to be corrected, or to meet some standard set by the college or an outside agency.
- The professional development program is not an organic part of the college's make-up; it exists as a set of random activities and offerings, or it takes the form of a grant-funded project that is projected to end on a specified date.

Rewards

Nearly three-fourths (74%) of respondents reported that their institution rewards those who participate in professional development activities. Promotion, positive evaluation, recognition (through college publications and other public media), merit pay, and increased professional development opportunities (through stipends, released time, etc.) were cited as ways of rewarding professional development (See Table 2.9.). One respondent noted that monetary rewards in the form of merit pay or salary increases have become increasingly difficult in the desiccated fiscal climate of the last several years.*

Table 2.9.
Number and Percent of Institutions that Cited Rewards for Professional Development, in Rank Order

Reward	n	%
Promotion	14	61%
Evaluation	12	52%
Recognition	9	39%
Merit Pay	9	39%
Additional Opportunities	4	17%

* Of the 26 percent (n = 6) of respondents who reported that their institution does not reward those who participate in professional development activities, the majority noted that the reward is in the participation itself, that no extrinsic rewards are necessary.

Summary

Findings concerning the types of professional development activities that are financially supported by the institutions indicate a unilateral approach to professional development among colleges in the VCCS. Conference attendance and educational assistance emerged as the professional development activities that receive the most widespread financial support. Given that 92 percent of respondents in the Professional Development Survey of VCCS Faculty and Administration cited conference attendance as an activity that they were "somewhat likely" or "likely" to pursue if given the opportunity, it would seem that institutions are simply making an effort to finance professional development on the basis of demand. But the fact that respondents in the same survey cited college-sponsored presentations and summer institutes as activities they were more likely to pursue than university credit courses, if given the opportunity, contradicts this conjecture. Perhaps it is simply the long-standing perception of professional development as being limited to certain activities, such as conference attendance and course work, that keeps institutions and professionals from exploring other options.

Even though most colleges reported funding several activities, slightly more than half of faculty were believed to actually participate in professional development activities of any kind on a regular basis. The Professional Development Survey of VCCS Faculty and Administrators generally supports this finding; even though 88 percent of respondents reported having attended a conference in the past three years, recent participation in other activities was markedly lower (See Table 2.4.). Reasons for infrequent participation in professional development activities are undoubtedly as varied as the individuals who decide not to participate, but lack of time and lack of money were cited as the greatest obstacles to professional development.

Fewer than half of VCCS colleges (43%) reported having a professional development program in place, and the majority of those programs, based on program descriptions provided by respondents, are still in the formative stages. Most programs are limited in one or more ways, for example, providing limited options for professional development (e.g., only on-campus presentations), making development opportunities available only to a certain segment of the

population (e.g., teaching faculty), limiting development opportunities to those in need of professional remediation, or simply existing as random development activities and opportunities that are not linked to individual and institutional needs.

Model Programs

Background

> . . . *we do not presume to propose a single formula or program that can be used to initiate or to nurture programs for faculty renewal and development. A multitude of factors--among them, campus awareness of faculty developmental needs, the knowledge level and receptivity of the faculty and other key decision makers, and the extent of competing claims for scarce discretionary resources--influence the type of program that is best tailored to a given setting.* (Wheeler & Schuster, 1990, p. 275)

Professional development programs at many colleges and universities seem to be designed with a sort of generic, homogeneous professional in mind. The nebulous person for whom this program is designed seems to have only one professional need throughout his or her entire career, the need for academic enrichment. And this need is met through opportunities for sabbatical leave, conference attendance, and other knowledge-enhancing activities. However, to actively assist a diverse body of academic, administrative, and other professional personnel in the maintenance of vitality and productivity in their complex, multi-faceted careers, a program must take into account both the needs of these individuals at different stages of their careers and the organizational conditions that influence professional development. A comprehensive professional development program must, for example, accommodate the very different needs of entry-level, mid-career, and pre-retirement faculty and administrators. It must also seek to modify aspects of the organizational structure that hinder or stymie successful progression through different career stages.

Given the complex combination of factors that affect professional development programs, it is questionable whether or not it is even possible to accomplish the goal of identifying a true model program. The best professional development programs work because they are tailored to the unique conditions of the institutions in which they were developed. The programs and program components described in this section were selected because they represent diverse approaches to professional development, they lend themselves to modification to meet the needs of different institutional structures, and they have been successful in meeting their objectives. In essence, these programs demonstrate that a thoughtfully planned and systematically implemented professional development program can serve to bring about enhanced institutional vitality and productivity.*

Whole programs and program components that have been successfully implemented in the various colleges are here divided into three general categories based on their intent or purpose: Organizational Development, Instructional Development, and Knowledge & Skills Development. Programs implemented by college systems and consortia are presented in the final section. Perhaps because community colleges are less likely than their four-year and university counterparts to publish their successes, our research uncovered relatively few two-year models. However, even though the programs presented here are not limited to community college models, each has potential applicability to two-year institutions.

Organizational Development

The programs and program components described in this section seek to integrate professional and institutional development. Programs emphasizing organizational development frequently involve the reorganization of committees and evaluation and reward systems for the purposes of creating positive, mutually beneficial outcomes for professional personnel and the institution.

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* For information about additional professional development programs, see Nelsen & Siegel, 1980; Clark & Lewis, 1985; and Schuster & Wheeler, 1990.

Brookdale Community College (New Jersey)

Professional development activities at Brookdale occur at four levels: (1) formally organized activities, including a Faculty Development Committee and 21 subcommittees, each of which is responsible for a specific goal: wellness, faculty recognition, faculty exchange, recreation and social events, etc.; (2) a Center for Educational Research, which sponsors faculty research; (3) contractual arrangements, such as the sabbatical; and (4) informal activities, such as workshops and seminars. This program is flexible and multifaceted, and it balances individual and institutional activities.

Colgate University (New York)

Faculty Development Council

Composed of eight faculty appointed by the dean, the Faculty Development Council was created to oversee the implementation of a foundation grant. The council's annual budget of $15,000 was originally doled out in the form of small grants aimed at the improvement of teaching. However, few faculty proposals prompted the council to use the money to sponsor workshops and to invite specific proposals for interdisciplinary curriculum development.

Kenyon College (Ohio)

Summer Seminars for Faculty

Intensive, two-week seminars were designed to overcome faculty compartmentalization and division at Kenyon College. The early seminars, held on campus, focused on Kenyon's philosophy of education, the role of the faculty in providing that education, and the needs of the students. Three faculty members lead the seminars. About 80 percent of the faculty participated. The outcome was greater individual scholarly development and increased appreciation for colleagues.

Monroe Community College (New York)

Retraining

A program of retraining was used at Monroe Community College to eliminate overstaffing in areas in which student demand had decreased and to fill positions in which student demand had increased. Faculty were retrained to assume positions in areas of greatest demand. Financial support from the institution included tuition reimbursement and released time for retraining (Petrovich & Hexter, 1986).

Beloit College (Wisconsin)

Small Grant Program for Retraining Faculty

Retrenchment at Beloit created gaps in the curriculum, requiring new teaching assignments. $150 to $2,000 grants were used to assist faculty in preparing to teach courses that they had not taught previously or for some time. For example, a religion professor pursued graduate work in world religions, a physical chemistry teacher moved into biochemistry and organic chemistry, and an economist undertook management studies. A committee of three faculty members advised the provost in awarding these grants.

Instructional Development

The programs and program components presented in this section aim to assist teaching faculty in developing more effective pedagogical philosophies, approaches, and techniques.

Central Pennsylvania Consortium

New Faculty Institute

This consortium of four institutions provides a four-day institute for new faculty. Conducted by an outside consultant (initially John Noonan of VCU) and conducted in a rustic setting away from all four campuses, the four-day institute held in January between semesters enables new faculty to explore the meaning and purpose of teaching and to examine important issues in approaches to

classroom teaching. The institute has assisted younger faculty in making the transition from scholarly, discipline-oriented graduate school programs to college teaching.

Earlham College (Indiana)

The Teaching Consultant

A faculty member receives 50 percent released time to act as a teaching consultant to other faculty. The consultant is selected by a poll of faculty to determine the person they would most trust in this role; the person selected is formally appointed by the dean. The teaching consultant counsels faculty, giving them feedback on individual teaching and professional problems, providing support for faculty trying new teaching ventures, and generally assisting in other ways. During the first three years of the program, more than 70 percent of the faculty utilized the services of the teaching consultant.*

St. Olaf College (Minnesota)

The Teaching/Learning Center

A Lilly grant provided funding for the Teaching/Learning Center, which functions as a resource for the improvement of instruction. It is a place where teachers can express concerns about teaching and can draw on a wide range of resources--human, literary, and technical--to deal with their concerns. The Center is directed by four faculty Associates from different disciplines who receive partial released time to oversee operations. The Center operates a seminar-reading room; it sponsors seminars, workshops, and discussion groups on the processes of teaching and learning; and it assists with technological improvement of instruction (Nelsen & Siegel, 1980).

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* Despite the abundance of professional development programs, research is lacking in the area of assessment. Nelsen and Siegel (1980) conducted one of a very few empirical studies of development programs, and their findings suggest, among other things, that the approach to professional development that yields the highest success rate is aimed at increased knowledge and skill in a field or discipline, as opposed to personal or organizational development. Other empirical studies include Levinson-Rose & Menges' (1981) meta-analysis of research on the effectiveness of teaching improvement programs and studies documenting the impact of professional development programs: Hoyt & Howard, 1978; Rice, 1985; Ebie & McKeachie, 1985; and Friedman & Stomper, 1983.

Furman University (South Carolina)

Experienced Faculty Assisting Younger Faculty

Experienced faculty serve as in-house consultants on teaching and learning for younger faculty. Seminars developed by experienced faculty focus on such issues as lecturing, images of good teaching, leading discussions, and learning theory. The seminars have attracted senior faculty as well. Furman has also instituted a formal mentoring program through which experienced and new teachers work together in a one-to-one mentor-novice relationship. In addition to providing assistance with organizational adaptation, the duo will observe one another's classes and share ideas for improvement.

Florida's Master Teachers Seminar

Designed to improve instructional programs, one-and-a-half-day seminars were conducted in which participants prepared papers presenting ideas for improving curriculum and/or instruction in colleges or in the state community college system. Six papers were presented and discussed at each seminar. The final project required each participant to develop an action plan for curriculum and/or instructional improvement in his or her college which would be implemented upon the participant's return. A progress report and a follow-up session for evaluation followed implementation of the plan. The goals of this program were to encourage idea exchanges, reflection upon problems affecting instruction and curriculum, and collegial networks.

Cuyahoga Community College (Ohio)

Scholar-in-Residence Program

This program is comprised of a series of faculty development activities focused on excellence in teaching and learning. Activities include a faculty lecture series, faculty discussion groups, and the publication of a semi-annual scholarly journal. The college hopes to add a faculty exchange program to current offerings.

Bucknell

Faculty Mentors

Bucknell names three of its faculty who receive the annual teaching awards to serve as mentors to newer faculty, with the title of Presidential Professors. Also, faculty profiles are being collected in each department with the intention of making individual, departmental, and college goals more congruent (Bakker, 1977).

University of Rhode Island

Teaching Fellows Program

This program is designed for mid-career faculty who are often reluctant to participate in workshops and seminars on instructional techniques that they perceive to be for new or incompetent faculty. The workshops that make up this program assist mid-career faculty in exploring teaching philosophies, classroom goals and objectives, learning and teaching styles, etc. (Barker, 1983).

West Chester University of Pennsylvania

Flourish Faculty Rejuvenation

Flourish Faculty Rejuvenation is a week-long retreat that occurs each year. The purposes of the program are to improve teaching and to improve interpersonal relationships between faculty members and between faculty and students.

Knowledge & Skills Development

The programs and program components presented in this section aim to stimulate the growth and revitalization of professional personnel in their fields or disciplines.

Austin College (Texas)

Career Development Program

A five-year career development plan is required of all faculty and top administrators. The development plan is developed by the individual in consultation with colleagues or a consultant (a retired faculty member) and must be submitted to the divisional dean, provost, and president for approval. A faculty member cannot be considered for tenure, promotion, sabbatical, or a special individual development grant without a completed professional growth plan. Tenure cannot be retained without continued pursuit of the objectives in the growth plan.

University of Nebraska, Lincoln

NUPROF (Professional Renewal of Faculty at the University of Nebraska)

This program involves a developmental sequence that leads a faculty member through steps of self-analysis, reflection, exploration, decision making, planning, implementation, and evaluation. Participation is strictly voluntary, which results in the program's being perceived as a privilege, not a form of punishment for lax behavior. The sequence is (1) entering the program--orientation and a commitment from faculty and dept. head, (2) attending the Faculty Development Institute--three-day retreat at an off-campus site where professional and personal issues are examined and steps toward improvement are clarified, (3) exploring options--post-retreat activities to prevent let-down & loss of momentum, e.g. Growth Plan Workshop, (4) writing a growth plan--assistance is given in writing a growth plan, (5) implementing a growth plan--funds are placed at faculty disposal to carry out plan.

Colgate University (New York)

Senior and Junior Faculty Grants

Senior faculty grants allow for one semester off to study in unfamiliar disciplinary areas as a means of revitalization and renewal. Applications for these grants come from faculty themselves or, in some cases, individuals are encouraged to pursue specific projects. Some faculty have linked these leaves with a regular half-year sabbatical, thereby creating a full-year's leave at full pay. Junior faculty grants allow for half-year leaves to start on new research projects beyond dissertation areas. [Grants have been used for professional development at other institutions for a variety of activities, including course development (Bowdoin College) and interdisciplinary teaching in the core curriculum (Berea College).]

Gordon College (Massachusetts)

Individualized Growth Plans

Growth contracting presents an alternative to traditional professional development models. Rather than assigning responsibilities for faculty development to a center or requiring all faculty to participate in pre-selected activities, Gordon College (Wenham, Massachusetts) devised a program that enables each faculty member to voluntarily design and implement his or her own action plan for growth. This program provides every individual with the opportunity to sort out professional goals and to plan a realistic method of implementation. Regardless of what particular career stage an individual happens to be in, whether entry-level or midcareer, the growth plan provides for goal-directed development.

In the first year of involvement, participants develop two documents. The first is an individual profile which assesses present strengths and weaknesses, outlines current institutional and community responsibilities, and broadly states five-year projections for growth. The production of this document encourages the participant to undergo a kind of professional self-analysis as a first-step toward determining future action; the profile becomes the basis for all individual plans.

The second document written, the individual development plan (growth contract), is an annual statement of goals and is intended to cumulatively implement one's long-range goals. Each individual development plan consists of statements of specific goals for the year, with each goal accompanied by a description of intended means of accomplishment and assessment, and a budget request, if funding is required. The participant also chooses a personal advisory committee (generally made up of faculty colleagues) whose purpose is to help the participant refine his or her individual development plan, to give advice during the year of implementation, and then to write an assessment of goal accomplishment to accompany the participant's self-assessment at the end of the calendar year. The individual development plan also contains an outline of procedures to be used for monitoring progress throughout the year.

Individual development plans are submitted to the Faculty Development Committee which is a standing committee made up of representatives from each of the college's divisions. The plans are read by two members of the committee who then suggest revisions to the writer, if necessary, and present final plans to the whole committee for funding approval. The Faculty Development Committee also reviews the results of the individual development plans at the end of the year. (Heie, 1979).

Cuesta College

Flex Plan

California state law requires that the equivalent of 10 days be used from the 175 instructional days for professional development activities. Cuesta's program provides faculty and staff with 60 flex hours (10 days x 6 hours per day) to participate in activities designed to address teaching, personal, professional, and organizational development needs. Each person designs his or her own flex schedule (12 of the 60 hours must be spent participating in district required activities) to meet individual needs; needs are determined by the district, the divisions, and the individual. The "flex schedule" seems to be very similar to a "growth contract" or an "individual growth plan." The Staff Development Coordinator and the Staff Development Committee of Cuesta plan and offer a variety of

local workshops for faculty to choose from; this information is published in a Staff Development booklet along with detailed information about the program. Many colleges publish similar documents to inform faculty about resources available to them.

Saddleback Community College used their allotted development days to sponsor institution-wide staff development events, such as faculty workshops. forums, and media fairs. Faculty also used the time for individual projects such as field visits to other college programs, subject area research, and new course/program development.

Hope College (Michigan)

Summer Fellowships and Dean's Discretionary Fund

Summer fellowships, small grants that provide stipends for specific research projects during the summer, have stimulated many faculty to begin or return to research projects. Project results are reported back to the entire faculty.

The dean's discretionary fund came from a foundation grant to enable support for faculty needs outside regular categories of funding. Previous uses of the fund have included support for programs, conference fees, speaker fees, publication costs, regular trips to institutional libraries, acquisition of materials for teaching and research, and workshops on teaching and learning. Faculty have reacted positively to the support obtained from the fund and noted ways in which this has improved the atmosphere on campus for faculty growth.

Aims Community College (Colorado)

Faculty Fellowships

The Aims Foundation Faculty Fellowship Program was established to stimulate professional renewal, upgrading, and motivation through faculty involvement with business and industry. A professional development plan delineating the relevance of the two- to six-week return to business/industry to the faculty member's discipline and teaching duties must be submitted prior to being considered for a fellowship.

Pomona College (California)

A Program of Study Leaves

The program of study leaves was designed to supplement the sabbatical leave program and to broaden the perspective on faculty learning. The purpose of study leaves is to provide faculty with the opportunity to enlarge their areas of expertise, to broaden their range of knowledge within a field, or to study in a new field. When applying for study leaves, faculty must specify how they plan to achieve their chosen goal.

Champlain College (Vermont)

Faculty and Community Externship

This program has two components: faculty members volunteer for full-time external employment related to their teaching fields, and qualified persons from the community become temporary full-time instructors at the college during the absence of the faculty member. The program's goal is to bring current and experienced practitioners into the classroom to update students' skills and knowledge while simultaneously providing faculty the opportunity to update their knowledge and skills by working in a community job related to their field.

Buffalo State College (New York)

Winterim

In 1976 Buffalo State's Office of Academic Affairs, Office of Faculty/Staff Relations, and the Faculty/Staff Development Council arranged a program of workshops, seminars, discussions, demonstrations, and recreational activities which were offered between fall and spring semesters. The program (Winterim) offers sessions on a wide variety of academic, professional, and instructional topics to address the needs and interests of faculty, administrators, and other staff. The Office of Faculty and Staff Development plans and administers the program. Because presenters volunteer

their time and expertise, the program has continued to operate despite budgetary fluctuations (Wickland, 1989).

Systemwide and Consortium Approaches To Professional Development

New Jersey Department of Higher Education's Faculty Development Program

Although fiscal problems have prevented full implementation of New Jersey's program, they have retained the Minority Academic Careers Program , which provides incentives to minorities to teach at New Jersey's colleges and universities, and the New Jersey Institute for Collegiate Teaching and Learning (NJICTL). The NJICTL is operated by Seton Hall University under contract with the Department of Higher Education; the institute oversees the Master Faculty Program (designed to improve the quality of classroom teaching, this program involves pairing teachers from different colleges to observe each other's teaching, to interview students enrolled in the observed courses, and to recommend more effective teaching and learning methods) and the Faculty Development Network (involves disciplinary groups developing on-going activities to establish statewide networks). The NJICTL also assists individual institutions with the initiation and operation of their own faculty development programs.

The California State University and Colleges

Center for Professional Development (1977)

The CSUC Center for Professional Development was established to assist individual campuses in developing autonomous programs of professional development. It identifies appropriate resource personnel for campus programs, brings together representatives of various campuses with common problems, secures external support, assists campuses in the design of programs, and serves as an information clearinghouse for all campuses in the system.

The California University systemwide approach to professional development includes personal development, instructional development, and environmental modification. The Center for Professional Development utilizes strategies such as workshops, consultation, seminars, discussion

groups, retreats, and luncheons. Campus programs are based on local needs, but they share many of the same goals and objectives (Ost, 1977).

Montana University System's Faculty Vitality Project (1983)

Montana adopted what they refer to as the "menu" approach to professional development, which essentially means that each campus requests funds from a Master Grant on the basis of their needs. A steering committee awards grants in the following areas: (1) faculty exchanges, (2) faculty reallocation and development, and (3) revision of existing academic programs and development of new programs. One faculty member from each college serves on the Evaluation Team after having been trained as an evaluator in a one-week workshop on evaluation (Shroyer, 1983).

The Consortium of East Jersey

Center for Excellence in College Teaching (1978)

Consortium programs include: a released time management training internship for faculty members and junior administrators, a veterans education program, faculty exchange, library exchange system, student cross registration, and the Center for Excellence in College Teaching. The Center for Excellence in College Teaching of the Consortium of East Jersey serves faculty at four member institutions. The emphasis of the Center is the analysis and improvement of instruction using the process developed at the Clinic to Improve University Teaching at the University of Massachusetts.

Because Center staff were unable to meet the demand for services, a program was developed for training faculty to become facilitators. During the training period the participants are involved in analyzing their own teaching as well as developing their skills as consultants and instructional development specialists; they eventually become an extension of the Center's staff. In addition to strengthening the Center's resources by developing in-house staff, this program creates a vehicle for the faculty of different institutions to meet, share ideas, and develop skills in faculty development (Zickel, 1978).

Houston Community College System

A Faculty Development Model (1982)

The faculty development model created at HCCS involved an integrated process of planning, communication, implementation, and evaluation within a framework of administrative support, coordination of planning and activities by the Staff and Instructional Development (SID) committee, program and professional development activities, and a system of support and incentives. The HCCS adopted an incremental approach to implementation of the model. Their initial activities included a staff development needs assessment, instructional workshops, media presentations, and support for faculty to implement instructional innovations. Later goals included activities in faculty evaluation, establishing minimum professional development activities, implementation of an incentives system, and preparation of individual development plans (Sell, 1982)

Massachusetts State College System, Boston

Project Renewal (1977)

The purpose of Project Renewal was to prepare the State College System for the establishment of a Center for Educational Development, a conceptual center, rather than a geographical one. A series of workshops were conducted on various issues, including basic thinking skills, writing grant proposals, instructional videotapes, etc. In order to provide incentives for faculty to pursue the issues raised in the workshops and to further test out the assumptions that System-sponsored training sessions could have direct feedback on the campuses, Project Renewal sponsored a competition for proposals relating to curriculum development. The products of the projects were made available to all colleges.

A directory of human and physical resources in the State College System was also compiled as part of Project Renewal (Adams, 1977).

The Great Lakes Colleges Association

A Consortial Approach

Academic deans oversee the GLCA program; they meet twice a year to review proposed programs [each college pays on the basis of how many faculty attend]. There is an academic council made up of 2 faculty from each college that ensures faculty perspective; they serve an advisory function. There are also conference planning committees who, once an idea is accepted, spend one day planning the event. This program is designed to enhance extant faculty development programs--all colleges offer sabbatical leave and stipends for small research or course/curriculum development projects. Colleges have a faculty member or administrator who is designated as faculty development consultant or coordinator who informs about opportunities and encourages participation. The program is essentially made up of conferences and workshops: (1) disciplinary conferences, (2) inter-disciplinary conferences on topical issues, and (3) workshops or conferences for development of special skills. Workshops are typically held from noon on Friday until after lunch on Saturday. Each participant evaluates the conference or workshop; these are summarized and submitted to members of the deans' council and the academic council.

State University of New York

SUNY's initial systemwide development program was comprised of teaching awards and instructional improvement grants. Recipients of teaching awards convened in regional meetings to suggest university policy for the improvement of teaching methods and materials (Bakker, 1977).

Associated Schools of the Pacific Northwest

In Support of Career Planning and Development

This program includes four components: (1) during an intensive three-day workshop faculty assess their current life situation and develop individual plans for the next phase of their lives and careers; (2) follow-up faculty workshops address specific career development needs, such as retirement planning and job change strategies; (3) workshops are conducted to assist administrators

in supporting the growth and development of faculty; and (4) faculty participate in support groups and career change networks. This program provides faculty the support necessary to re-evaluate their careers and to make changes in their career direction as needed (Baldwin, et al., 1981).

Pennsylvania State College System

Career Renewal

This career renewal program engages faculty in career development workshops much like the ones described in the Pacific Northwest program. Follow-up studies revealed that faculty continued their own renewal one year after the workshops by taking sabbaticals or leaves, changing careers, developing new research interests, etc.

Dallas County Community College District

Administrative Internship Program

Faculty participants in this program design their internship experience with the administrative unit in which they will be working. Motives for participation vary from acquisition of new skills, to trying out an administrative role, to participation for professional renewal.

The Community College Exchange Program

CCEP is a national exchange program for community college faculty, administrators, and staff; it is sponsored by the American Association of Community Colleges, the League for Innovation in the Community College, and Maricopa Community Colleges in Phoenix, Arizona. This program is modeled after the National Faculty Exchange, an exchange program for four-year faculty.

Summary

The professional development programs described above attest to the variety that naturally results when programs are designed to accommodate the needs, values, and goals of individual institutions. These programs also point to two basic approaches to professional development: Individual-Centered Development and Institution-Centered Development. Each is briefly described below.

Individual-Centered Development

The individual-centered development approach assumes the uniqueness of each professional and, therefore, places the control of professional development with the individual. Growth contracts, career-counseling centers, and teaching-learning centers represent methods that give individuals the opportunity to engage in professional development activities that best suit their needs and preferences. This approach places the institution in a predominantly supporting role; funding and personal encouragement are provided to individuals as they pursue their unique professional development goals relatively independently.

Institution-Centered Development

The institution-centered development approach assumes that given enough variety in offerings, the professional development needs of all individuals can be met. Flexible offerings such as workshops, conferences, seminars, etc. represent activities that presume to offer something for everyone. Ongoing offerings might include sabbatical or educational leave, exchanges, internships, etc.

Ideally, some combination of the two approaches to professional development described above is adopted in the development of a program. Individuals are given the opportunity to determine their own professional development goals as well as methods for achieving those goals, but the institution, based on its goals, makes available to individuals a wide range of offerings and

services to choose from. This balanced approach encourages individualized professional vitality, all the while providing opportunities to stimulate that vitality. Bland and Schmitz (1990) contend that vitality results from a match between institutional mission and individual goals. "Programs that meet individual needs unrelated to the institution's priorities seem doomed from the outset. At the same time, programs that ignore faculty goals and interests quickly become 'paper programs'. They exist in documents but have no real existence or impact on faculty" (p. 46).

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Part III

Recommendations

Overview

Part Three of this report consists of recommendations for implementing a systemwide professional development plan. The recommendations presented are based on the research findings reported in Part Two. The research revealed three key contributors to professional development in the VCCS: individual faculty and administrators, the colleges, and the system. Therefore, specific recommendations are offered to each.

Recommendations

The following recommendations to individual professional personnel, to the individual colleges, and to the Virginia Community College System constitute steps that this committee, based on our research findings, believe should be taken in order to establish a comprehensive professional development program, one that will result in sustained individual and institutional vitality. Specific recommendations are made to individuals, colleges, and the System office because each has a separate role to play in bringing about the goal of sustained vitality.

We are cognizant of the difficulty in striking a balance between individual responsibility and institutional responsibility for professional development. Individuals must be responsible for their continued professional growth, but, at the same time, institutions cannot abdicate their responsibility to provide the conditions necessary for that growth to occur. The recommendations that follow are based on the premise that professional development can best be accomplished through shared effort and shared responsibility.

Recommendations to Professional Personnel

Recommendation 1: Identify the professional development opportunities that are available to you, then actively and frequently engage in those activities that can help you to remain professionally and personally vital and productive. Use the days that have been designated as professional development days for the purpose intended. Attend professional conferences, workshops, colloquia, etc. Read professional journals. Take sabbatical leave. Participate in on-campus development activities, not only those designed to enhance professional competence, but also those designed to nurture personal needs for health and relaxation. In general, make every effort to fulfill your professional obligation to remain active and up-to-date in your field.

Recommendation 2: Produce, in consultation with a division chair and/or members of a professional development committee, a written Individual Development Plan to map out a personal plan for professional development (See Gordon College program in Part Two of this document). Ideally, this

plan would identify the personal and professional goals of the individual in relation to the broader goals of the college, which is why it is important that the division chair (or whoever serves in an advisory capacity) be actively involved in the process and that both parties approve the final plan. The Individual Development Plan * should include the following components:

- **Statement of Professional Roles** - All responsibilities held in the institution and in outside professional organizations should be identified, including committee involvement, advisory functions, administrative work, etc. Then the individual's effectiveness in managing these various roles should be assessed.
- **Self Assessment** - Two aspects of the individual's professional abilities, skills, and knowledge should be identified: those aspects that are sufficiently developed and those aspects that require further development.
- **Plan for Professional Development** - Specific performance goals should be identified, and clear methods for achieving each goal should be written. These goals should be challenging yet attainable within a specified time.
- **Resources Needed** - Financial resources and/or other support needed to carry out the IDP should be identified. This section should include information such as projected costs for conference attendance, the need for flexible scheduling to take a course, the need for released time to complete a research project, etc.

Implementation of the Individual Development Plan as a means of professional development requires a strong commitment of time and effort on the part of each participant. Writing a plan that successfully motivates and guides one toward established professional development goals requires honest self-evaluation and serious planning on the part of the professional. Likewise, functioning as an effective advisor or evaluator requires ongoing involvement and availability. A mutual commitment from both sides, then, is required if the Individual Development Plan is to function effectively as a means of facilitating professional development.

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* Appendix F contains format outlines of the Faculty Profile and the Individual Development Plan, as well as a sample plan.

Recommendation 3: Seek out not only those professional development activities designed to increase knowledge in your field but also those designed to improve methods or techniques for performing job roles. Pedagogical methods, for example, should be continually updated. Professors should participate in development activities that can assist them with keeping abreast of new discoveries in their disciplines so that students receive complete and accurate content information; additionally, professors should pursue activities (including classroom research, training in technology, etc.) that can prepare them to utilize the most effective, up-to-date methods for teaching in their disciplines. The need to strike a balance between continued development in content and techniques or methods is critical to professional personnel in all fields, including management, counseling, and information retrieval.

Recommendation 4: Engage in research and scholarship. Professional personnel in community colleges have much to contribute to the creation of knowledge in the various disciplines; one way to make this contribution, a way that has traditionally been underutilized in the community college, is through research and scholarship. For faculty, the classroom can provide ample substance for research. Classroom research perhaps fits into a broader, more inclusive definition of scholarship which is gaining popularity and acceptance in some educational circles; this definition posits scholarship as a systematic pursuit of knowledge that results in a product (be it a publication, an art exhibit, a presentation, or a course outline) that is subject to critical analysis by knowledgeable peers. Scholarship, whether interpreted broadly or in a more traditional way, can contribute much to professional development because it ultimately results in increased knowledge that can either be directly transmitted to others as information or used to enhance professional performance.

Recommendation 5: Be aware of and plan for each career stage. Understand that there are identifiable stages to an academic career (as discussed in Part I) and that each stage consists of developmental tasks that must be achieved prior to progression to the next stage. For example,

knowing that it is not uncommon for mid-career professionals to hit a "career plateau," one can actively plan to make the job more rewarding or challenging. Awareness of the different kinds of professional development activities that are beneficial at different career stages can assist a person in moving successfully from one stage to the next.

Recommendations to Colleges

Recommendation 1: Develop a formal, comprehensive professional development program based upon the unique characteristics and needs of the individual and of the institution. To address individual needs the program that is developed should:

- Provide ways for professionals to assess their own needs (e.g., individual development plans), and provide standing opportunities for professional development.
- Provide appropriate programs and services (e.g., orientation, career counseling, retirement planning) at career benchmarks. For example, new faculty or administrators need to familiarize themselves with the institution and the resources that are available to them; therefore, an orientation for new professional personnel is essential as is an effective mentoring program. Midcareer personnel typically are involved in reassessment of their careers and often need career counseling, so this service should be readily available. And late-career personnel often require pre-retirement planning assistance. Given the confirmed aging of VCCS faculty, the lifting of the mandatory retirement age in 1994, and the eventual influx of significant numbers of new faculty, it is particularly important that appropriate professional development opportunities be provided for these cohorts.
- Provide flexibility, allowing professionals to approach professional development in ways that work best for them.
- Recognize that each professional is unique and that what works for one person may not work for another. Address individual needs; for example, provide a variety of professional development offerings to accommodate diverse interests and needs. Activities listed below are options to consider.

Tuition Assistance for Credit and Non-Credit Courses
On-Campus Credit and Non-Credit Courses
Workshops
Conferences
Small Grants for Research, Curriculum Development, etc.
Released Time for Research, Curriculum Development, Grant Writing, etc.
Industry Exchanges (Including summer exchanges)
Site Observations (Benchmarking)
Wellness Training, Stress Management, etc.
Ceremonies to Recognize Outstanding Achievement
Institutional subscriptions to Professional Journals
Institutional Memberships in Professional Organizations
Professional Certification
Colloquia, Symposia, or other Discussion Forums to Provide Opportunities for Academic Sharing
Teleconferences
Appropriate and Sufficient Library Holdings
Technical Training Assistance in Technology
Discipline-Specific Computer Network Subscriptions

- Make career planning services available to professional personnel and encourage their participation in ongoing career planning.

To develop a program that is responsive to institutional needs, each college should consider the following issues that have been identified as critical to the planning process.

- **Clarity of purpose**. The unique composition of each college makes it necessary for professional development objectives to be specific to the institution. One college might require significant retraining in technological areas; another might require upgraded managerial skills.
- **Communication**. Information about what the professional development program offers and who is involved in its development and ongoing operation is essential for keeping participants involved. Ongoing communication about opportunities for participation and results of activities keeps the program vital.
- **Program management**. Support of key administrators and the clear identification of leadership responsibilities are crucial to the success of any professional development program. Those who assume leadership roles must be thoroughly knowledgeable about and supportive of the program. Also, for a program to be effective, responsibility has to be assigned to an individual.

The professional development director can be a faculty member or an administrator; either way, considerable time needs to be devoted to it.

- **Awareness of various approaches to professional development**. One of the most important first steps in starting a new program or revamping an existing one is to inform participants about the variety of approaches they can take to achieve professional development. Any systematic and organized effort to educate individuals about available options can be of tremendous benefit for helping them to define their own needs and to begin thinking about their personal goals.
- **Individual and group activities**. Individual approaches to professional development, such as educational leave, professional travel, and released time, have traditionally been the staples of professional development programs, but in a comprehensive program, it is important to encourage interaction among colleagues, and this can be accomplished through group activities, such as seminars, colloquia, etc. Learning together through group activities can result in increased respect among colleagues and in a more congenial workplace. Also, it can reduce the feelings of isolation and alienation that often results from the kind of departmentalization that typifies our institutions. Additionally, group activities tend to be more cost effective.
- **Variety and flexibility**. Professionals differ not only in personal characteristics, family backgrounds, interests, and values, but they are also at different places in their careers. These differences make it necessary to design a professional development program that is multi-faceted and that is flexible enough to accommodate individual diversity.
- **Evaluation mechanism**. Comprehensive program evaluation is needed on a regular basis, and the development of a method for conducting evaluation should be a high priority. Among other problems that can result from a failure to evaluate a program is the continuation of unproductive activities.

Recommendation 2: Create an institutional environment that is conducive to professional development. Literature on management generally suggests that it is through leadership that an

environment for vitality and renewal is created. Administrative leadership, awareness, commitment, and support are key elements to a successful professional development program.

Recommendation 3: Provide personnel with *time* to pursue professional development. In the VCCS survey, respondents cited time as the single greatest factor influencing their decision not to participate in professional development activities. Even though class loads and forty-hour weeks are set, professional personnel can still be provided with the time they need to pursue professional development. Flexible schedules, class coverage for faculty, released time, and sabbaticals are all ways of making time available.

Recommendation 4: Provide incentives and rewards for professional development. Although most professional personnel are intrinsically motivated to pursue professional development, some individuals respond positively to external motivators. Incentives might include small grants for the development of new teaching methods or for research, released time for special projects, assistance in obtaining external grant funding to pursue particular professional activities, and paid leaves for continued education. Rewards, in addition to increased job effectiveness, might come through recognition, promotion, merit pay, or additional time for professional development.

Recommendation 5: Provide faculty with job variety to offset burn out. Faculty, especially at midcareer, can become frustrated and bored by the monotony of performing the same duties over and over. An academic career tends to offer fewer opportunities for variation in job responsibilities and advancement in rank than other professions; often the rank of full professor is reached when a faculty member has twenty or more years remaining in his or her career, and having no further possibility for advancement can contribute to what has been called a "career plateau." Department chairs should be responsible for ensuring that faculty do not teach the same courses year after year, and they should be responsible for encouraging sabbaticals, internships, faculty exchanges, and other professional development activities.

Recommendation 6: Modify the current college evaluation system in such a way that professional development becomes a more important part of the evaluation process. Serious efforts on the part of professionals to become more effective at their jobs should be recognized and rewarded through the evaluation process.

Recommendation 7: Support semester-long or year-long sabbaticals (educational leave), and encourage academic personnel to take sabbaticals by providing them with clear information about how to go about applying for sabbatical leave and by assisting them with the development of an effective sabbatical plan. Some colleges produce sabbatical handbooks that include guidelines, checklists, and timetables to help ensure a successful sabbatical experience; each college in the VCCS should consider publishing something similar.

Recommendation 8: Arrange for internships, particularly for faculty in occupational and technical fields, but also for faculty considering moving into administration. Internships in business or industry provide an opportunity to update skills and to become reacquainted with new practices and procedures in the field. Internships (or rotating administrative positions, if they are available) would also be valuable for faculty seeking administrative positions, providing them with insights into the job as well as the skills necessary for administrative work. Internships in administrative positions might occur either within or outside the institution.

Recommendation 9: Provide a formal orientation and other professional development offerings to adjunct faculty. Because of the tremendous reliance on part-time faculty to carry out the educational mission of the VCCS, it is imperative that they be provided with opportunities for professional growth and revitalization.

Recommendations to the Virginia Community College System

Recommendation 1: Provide assistance to each college in developing and sustaining autonomous professional development programs. Provide funding, information, training, and other necessary support to enable each college to establish new programs or expand existing programs so that individual and institutional vitality can be enhanced on every campus. Consultation with college administrative staff and division chairs as well as training to prepare them to successfully develop and implement a professional development program is crucial.

Recommendation 2: Establish guidelines for campus professional development programs and evaluate college programs regularly based on these guidelines. Stipulate the need for new faculty orientation, adjunct offerings, and pre-retirement assistance as core elements of every program. College programs should not be static; they should change along with institutional dynamics. Ongoing internal and external assessment and subsequent recommendations can assist with the continual evolution of college programs.

Recommendation 3: Identify alternate funding for professional development. For example, partnerships with industry could enable community college technical faculty to participate in industry-sponsored training, workshops, and other professional development activities. Also, grants should be more aggressively sought to fund professional development in the System.

Recommendation 4: Design mechanisms to encourage research and publication by professional personnel. For example, make research grants available to individuals for scholarly activities, publish guidelines for research proposals, and offer grant-writing workshops. The VCCS survey of faculty, administrators, and other professional personnel supported what has come to be widely recognized as the paucity of scholarship in community colleges. The availability of grants and other research incentives from the System Office would provide both real and much needed symbolic support for scholarship. Also, by assuming an expanded role in financing research, the VCCS would ultimately be

investing in the knowledge and expertise of its professional personnel, an investment that would have a large and far-reaching pay off.

Recommendation 5: To provide increased incentive for professional development, publicly recognize the accomplishments of individuals and colleges in this area. Outstanding professional achievements, e.g, innovation leading to identifiable improvement in professional performance (innovative teaching methods, innovative management techniques, etc.), publication or the production of a serious contribution to one's field, and any number of other accomplishments should be recognized, encouraged, and shared by the VCCS. Similarly, outstanding college professional development programs should be recognized. Recognition might occur by way of an annual event, a periodic publication, or a monetary award created exclusively to celebrate professional development and achievement.

Recommendation 6: Systematically sponsor regular regional or statewide meetings in all the various disciplines represented in the VCCS so that faculty and other professional personnel have the opportunity not only to acquire new knowledge in their disciplines but also to share ideas and experiences with their colleagues. Specialized workshops, e.g., in new technologies, teaching methodologies, etc. should also be provided. These meetings would begin to address the problem of professional isolation that has been identified in various studies of community college faculty. Although the System office should provide funding for these meetings and should be involved in the initial coordination of them, professional personnel themselves must be given the opportunity to plan and conduct their conferences on the basis of their perceived professional needs.

Recommendation 7: Sponsor an exchange program to provide professional personnel with the opportunity to work in a different institutional environment for a week, a month, a semester or a year. The opportunity to gain first-hand experience with different curricula, different programs, and different educational philosophies can result in new insights for the participant. Also, both colleges

participating in the exchange benefit from the infusion of new ideas and, perhaps, new enthusiasm. Involvement in the national exchange program for community college faculty, administrators, and staff (The Community College Exchange Program) should be considered.

Recommendation 8: To provide all academic personnel with increased opportunities to take university credit courses, regardless of their geographical location, arrange for on-campus courses, perhaps through distance education, to be offered by state institutions.

Recommendation 9: Assess the effectiveness of the professional development component of each of the following VCCS offerings, and upgrade as necessary:

- Presidents Meetings
- Deans/Provosts Meetings
- Chancellor's Fellowship
- Instructional Leadership Workshop
- Administrative Leadership Workshop
- New Faculty Orientation
- VCCA Offerings: Conference, Small Grants, etc.

Recommendation 10: Sponsor regional workshops designed to assist faculty, administrators, and other professional personnel to develop Individual Development Plans. These regional workshops should be conveniently scheduled and centrally located.

Recommendation 11: Develop a policy statement that clearly articulates the System's role in supporting professional development.

Part IV

Appendix

Appendix A

Task Force
on
Faculty and Staff Development

PURPOSE

The Task Force on Faculty and Staff Development is to develop specific strategies for implementing a comprehensive, effective program of faculty and staff development such as envisioned in *Toward the Year 2000: The Future of the Virginia Community College System* (Recommendations VI-2 and VI-3). In addressing this charge the task forces is to be sensitive to the need to interpret the rationale for these programs in terms that will be readily understood by laymen.

The report of the task force should be presented to the Chancellor by October 1, 1989.

MEMBERSHIP

Dr. Robert G. Templin, Jr., President, TNCC, *Chairman*
Dr. John J. Cavan, President, SsVCC
Ms. Erleen Cook, Human Resource Director, TNCC
Dr. Roy Flores, Dean of Financial and Administrative Services, NVCC
Dr. Wayne Knight, Professor of History, JSRCC
Ms. Pat LeBlanc, Division Chairman, PDCCC
Mrs. Anne L. Legge, Associate Professor of English Composition and American Studies, LFCC
Dr. Anne-Marie McCartan, Coordinator of Academic Programs, SCHEV
Dr. James R. Perkins, Dean of Instruction, PVCC
Ms. Jane L. Sheffy, Chairman of the College Board, VHCC
Mr. John Slocum, Assistant Vice Chancellor for Employee Relations, System Office
Dr. Harold Van Hook, Dean of Instruction, SwVCC
Dr. Lois Wells, Educational Program Coordinator, System Office
Dr. Douglas D. Warren, Dean of Instruction and Student Services, NRCC

Dr. Donald E. Puyear, Assistant to the Chancellor for Special Projects, System Office (*Ex Officio*)

STRATEGIES

In developing its strategies the task force should endeavor to assure that it has considered as broad a variety of alternatives as possible and that it has thoroughly considered the effect of its recommendations on other VCCS programs and priorities.

Possible strategies include holding hearings at various colleges across the state, inviting interested parties or representatives of affected groups to address the group, visiting colleges in other states

that have exemplary programs, and employing consultants to advise the task force.

RECOMMENDATIONS CITED

VI. The Faculty and Staff

2. The VCCS should develop a comprehensive faculty and staff development program to include the identification and preparation of future teachers and staff. Such a program must emphasize the inclusion of minorities and women with provisions for specific incentives.

3. The VCCS should develop and seek funding for a faculty and staff professional growth and renewal program. Components of the plan should include sabbaticals and short-term leaves, participation in national and statewide conferences and workshops, retraining and upgrading, working in industry, statewide recognition programs, released time, and endowed chairs. This plan should contain special funding of at least 2 percent of the VCCS instructional budget.

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Report to Task Force on Faculty and Staff Development -
Increasing Incentives and Reducing Barriers for
Professional Growth in the VCCS

A subcommittee of the VCCS Task Force on Faculty and Staff Development met on Thursday, June 29, 1989, to discuss means for increasing incentives and reducing barriers for professional growth in the VCCS. Members present included James Perkins, PVCC; Earlene Cook, TNCC; Douglas Warren, NRCC, and John Slocum, VCCS.

The subcommittee identified several barriers to faculty and staff development within existing VCCS Policy and within existing VCCS and individual college operations and procedures. A summary of the identified barriers and proposed incentives are listed below.

BARRIERS

A) VCCS Policy

1. Appointment Policy - Faculty (3.4.4.0 I.D.)
   D. Year of Service -- For purposes of eligibility for multi-year appointments, a year of full-time employment for both nine-month and twelve-month faculty personnel is full-time employment for two academic semesters (fall and spring), the salary for which is chargeable to a single fiscal year's budget. Employment for less than this period shall not constitute a year of full-time employment and shall not count toward the time eligibility period for a multi-year appointment.

2. Promotion Policy - Faculty (3.4.4.6 III B.4)
   Educational leave with or without pay for over 15 calendar days constitutes a break in a year of service often affecting promotion eligibility.

3. Educational Leave Policy (3.9.1 III D 1)
   a) Partial pay for faculty educational leave is at the rate of salary in effect on the last day of work prior to the commencement of the educational leave.

   b) There exists no sabbatical leave policy or educational alternative leave policy.

4. Reimbursement for Tuition (3.9.1 V C 3)
   Tuition payment is made to the faculty or staff member following successful completion of the course.

5. VCCS 29 Recognition of Other than Graduate Course Credit
Recognition for promotion purposes of experiences other than graduate courses often does not assign adequate value to alternative educational experiences. The requirement of a doctorate to qualify for promotion to professor may be an inappropriate barrier.

B) VCCS Operations and Procedures

1. Office of Staff Development
The VCCS has not established an office for faculty and staff development responsible for the development, promotion and coordination of professional development experiences for system personnel.

2. Budget Distribution Model
Although the committee does not wish to reduce flexibility in assigning funds, the VCCS budget distribution model does not even address a category of professional development.

3. Recognition of Faculty and Staff Development
The VCCS salary model does not always recognize faculty with appropriate increases for participation in professional development experiences for work experience, or for their promotion in rank.

4. College Calendars
Requirements for college calendar development do not provide sufficient flexibility to allow for common professional development days across the system.

5. New Faculty and Staff Orientation
Funds are not provided and coordination is not available for regional or system-wide new faculty and staff orientation programs.

C) Institutional Operations and Procedures

1. Office of Staff Development
Generally VCCS institutions have not established offices for faculty and staff development responsible for the development, promotion and coordination of professional development experiences for college personnel.

2. Information Collection
   Generally VCCS institutions have not developed systematic means for collecting information concerning faculty and staff development needs.

3. Incentive Funds
   Generally VCCS institutions have earmarked very little incentive money to assist full-time or part-time faculty with new course development efforts.

4. Tuition Assistance
   Tuition assistance money for staff has generally been restricted to job related classes.

PROPOSED INCENTIVES

A) VCCS Policy

1. Amend VCCS Policy 3.4.4.6 III B. 4, so that educational leave with or without pay would not constitute a break in service for multi-year appointment or promotion consideration.

2. Amend VCCS policy 3.9.1 III D 1, so that if the last day of work is on 5/15 or 6/30 and a new contract has been signed, the partial pay on 8/16 or 7/1 would be based on the signed contract rate.

3. Broaden the concept of educational leave to include sabbatical leave opportunities and educational alternatives to graduate study with or without pay.

4. Work with the Department of Personnel and Training to establish a policy that would permit tuition payment for college personnel prior to completion of the course. Revise VCCS Policy 3.9.1 V C 3, to reflect this change.

5. Establish a policy that would permit educational aid for part-time faculty and staff.

6. Examine the VCCS-29 to determine if a more flexible policy could be established to recognize alternative educational experiences.

B) VCCS Operations and Procedures

1. Establish an office for faculty and staff development responsible for the development, promotion, and facilitation of professional development experiences for system personnel.

2. Initiate efforts to obtain special funding for professional development and assign funds equal to 2% of the instructional budget, ~~to a category of professional development in the distribution model.~~

3. Establish VCCS procedures for recognizing, with salary increases, promotion in rank and participation in professional development experiences.

4. Arrange the academic calendar to permit common professional development days across the system.

5. Establish a ~~systems~~ institutional wide program for orientation of new faculty and staff, as part as orientation

6. Establish an active program to support faculty and staff exchanges among VCCS institutions.

7. Establish a resource directory or network to promote the use of the expertise of colleagues within the VCCS.

C) Institutional Operations and Procedures

1. Provide incentives for each college in the VCCS to establish an office for faculty and staff development.

2. Encourage staff to participate in recognized professional programs without requiring they be directly job related.

3. Encourage commitment from college leaders to professional development for all faculty, staff, and administrators.

4. Encourage the college leaders to focus on the institutional benefits of professional development, recognizing that human resources must be maintained like any other resource.

RECOMMENDATIONS FROM THE FACULTY/STAFF DEVELOPMENT SUB-COMMITTEE ON THE COMPREHENSIVE FRAMEWORK FOR SYSTEM-WIDE DEVELOPMENT

The Sub-Committee recommends that:

1. An ~~office be established or a~~ position (person) be designated in the System Office, whose responsibility is to ~~direct~~ and coordinate ~~faculty and staff~~ professional development statewide. Coordination should include identification and publication of programs/activities currently available, i.e., VCCA, Chancellor's Leadership Seminar, Instructional Leadership Seminar, Department of Personnel and Training RISE program, etc.

2. A ~~long-range~~ plan for faculty and staff development be established for the VCCS in which priorities for statewide activities and programs ~~be~~ identified. Administration of this plan would be the responsibility of the office in item #1. The plan should be reviewed and updated every three years.

3. Each college ~~and~~ the System Office develop ~~and submit~~ to the Office in #1 at the System Office a formal plan for faculty and staff development which is consistent with the VCCS Long Range Plan for Faculty and Staff Development. Each college should institute a formal human resource and development program for faculty and staff development to include annual evaluation and refinement components. These programs should be submitted to the System Office. The attached matrix ~~provides a framework~~ for development of these plans.

4. Each college and the System Office shall set aside annually a minimum of 1% of the budget for ~~faculty and staff~~ development.

5. The VCCS conduct a needs assessment to determine specific faculty and staff development topics, activities, and areas of need which are paramount to continued excellence in VCCS personnel. From the survey input, a list of priority activities should be developed and delivery systems determined. Survey data would be returned to the colleges for appropriate inclusion in local plans.

6. That the VCCS establish common days in the academic calendar for ~~faculty and staff development~~: Common days would allow more coordination of activities on the regional or state levels and provide the opportunity to reach more people at once. Coordinated activities would also generate maximum usage of faculty and staff development dollars.

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STAFF DEVELOPMENT MATRIX

Item	Skills	Competency	Career Path	Morale	Motivation	Avocation/ Leisure	Wellness/ Health
Workshops/Seminars	Local Regional VCCS National	Local Regional VCCS National	Local Regional	Local Regional VCCS	Local Regional VCCS	Local	Local Regional VCCS
Sabbaticals	Local Regional VCCS National	Local Regional VCCS National	Local Regional VCCS National	Local Regional VCCS National	Local Regional VCCS National		
Teleconferences	Regional VCCS National Inter- National	Regional VCCS National Inter- National	Regional VCCS National Inter- National	Regional VCCS National Inter- National	Regional VCCS National Inter- National	Regional VCCS National Inter- National	Regional VCCS National Inter- National
Formal Education	Local Regional	Local Regional					
On-the-job Training	Local	Local	Local	Local	Local		
Counseling	Local Regional	Local Regional	Local Regional	Local Regional	Local Regional	Local Regional	Local Regional
Faculty/Staff Exchanges	Local Regional VCCS National	Local Regional VCCS National	Local Regional VCCS National	Local Regional VCCS National	Local Regional VCCS National		Local Regional VCCS National
Travel	Local Regional VCCS National Inter- National	Local Regional VCCS National Inter- National					
Release(Reassigned)Time	Local VCCS	Local VCCS					
Internships	Local Regional VCCS National Inter- National	Local Regional VCCS National Inter- National	Local Regional VCCS National Inter- National	Local Regional VCCS National Inter- National	Local Regional VCCS National Inter- National		Local Regional VCCS National Inter- National
Consultants	Local	Local	Local	Local	Local	Local	Local

Note: Columns refer to the categories of development; rows refer to the types of delivery systems; and the entry in the cell identifies the geograhical location where the activity can be delivered.

D R A F T

Report of the Task Force on Professional Development

Chancellor David Pierce appointed a VCCS Task Force on Professional Development on January 25, 1991, charging the group with the following tasks:

- to consider the purpose of faculty and staff development programs;
- to consider what might be needed in the VCCS and why it might be needed;
- to examine present policies and programs within the System, including the Chancellor's Fellowship Program, the policies on educational leave and tuition reimbursement, and other existing statewide programs;
- to determine ways in which existing programs might be made more effective;
- to identify additional or alternative policies which may be needed; and
- to consider the appropriate role which might be played by the Virginia Community College Association.

Purpose

The Virginia Community College System exists to provide quality educational services to the citizens of the Commonwealth. This goal is enhanced when a comprehensive program of professional development exists. The purpose of professional development programs is to improve the delivery of those services by improving the effectiveness and efficiency of all System personnel. The well-being of the organization and the well-being of the individual are equally important in accomplishing this task.

Each person has an ethical responsibility to participate individually and corporately in professional development. The VCCS and the individual colleges have a responsibility to provide planning, direction, assistance, and resources for such development. It is further recognized that a clear hierarchy may be constructed to include activities which both improve the operation of the organization and further the individual's career progression while improving the individual's psychological and physical well-being.

HUMAN RESOURCE DEVELOPMENT

I. **Professional Development**

Present job requirements - skills, knowledges, and abilities

[Future, anticipated, projected] job requirements

Job related Interpersonal Relations - skills, knowledges, and abilities

Management & organizational skills, knowledges, and abilities

II. **Personal Development**

Emotional/Mental

Social

Financial/Security

Spiritual

Wellness

Fun

III. **Career Development**

Current Career Path

New Career Path

VIRGINIA COMMUNITY COLLEGE SYSTEM
James Monroe Building • 101 North Fourteenth Street • Richmond, Virginia 23219

November 9, 1992

Dear Colleague:

A couple of weeks ago, I sent you a letter asking you to participate in a study of the professional development activities, goals, and needs of Virginia Community College faculty and management. As was explained in the letter, information obtained from this study will contribute significantly to the creation of a comprehensive, systemwide plan for professional development. In order to make this plan as responsive as possible to the unique needs and circumstances of every individual, we need 100% participation. Your input is essential.

We are attempting to collect information from a large group of individuals with diverse professional roles (including counselors, librarians, professors, division chairs, deans, etc.) and diverse circumstances; consequently, we have attempted to design questions that are general enough to be relevant to each of you. However, in striving for inclusiveness, we realize that some of the professional development activities specific to your field may be absent. For this reason, we encourage you, as you respond to each question, to make it as relevant to your position as you possibly can; we also hope that you will use the space at the end to expound upon issues raised in the survey or to bring up new ones.

Because the term "professional development" is subject to a variety of definitions, you should know that for the purposes of this study professional development is concerned with the improvement of the knowledge, skills, and attitudes of professionals. You are being asked to think about three aspects of professional development: your current professional development activities, your future professional development goals, and the support you receive for professional development from your institution.

The final section of this survey asks for demographic information; the questions concern your personal background and experiences. We need this information in order to determine the specific needs of particular groups--based on age, sex, etc. Remember that all information received will remain absolutely confidential.

804-225-2118, FAX 804-786-3786, TDD 804-371-8504
An Equal Employment Opportunity/Affirmative Action Employer

Once you have completed the attached questionnaire, please place it in the envelope provided and return it to your division office where it will be forwarded to us. Please respond immediately; all questionnaires must be returned by November 30. Thank you very much for participating.

Sincerely,

Arnold R. Oliver, Chair

Professional Development Task Force:

Dr. Bernadette Black (NVCC)
Ms. Martha Clutter (PVCC)
Dr. Robert Harrell (VWCC)
Mr. David Lydick (PDCCC)
Dr. Walerian Majewski (NVCC)
Dr. James Perkins (BRCC)
Ms. Debbie Sydow (SWVCC)
Mr. David Webb (VWCC)
Dr. Edward White (DCC)

ARO/h

Attachment

PROFESSIONAL DEVELOPMENT SURVEY OF VCCS FACULTY AND ADMINISTRATION

Instructions: Unless answering a question that requires you to write on the questionnaire itself, please use the attached answer sheet for all responses. The answer sheet will be mechanically scanned, so please use a soft lead (# 2) pencil to fill in the appropriate circles. Completely erase any answers you decide to change.

The questionnaire is divided into four sections. Questions in the first three sections ask for information related to your own professional development experiences, including current activities, individual goals, and institutional support. Questions in the fourth section ask for demographic information. Please respond to each question by selecting one of the options provided.

I. CURRENT PROFESSIONAL ACTIVITIES

During a typical semester, what is the average number of hours you spend per week on each of the following activities? **(Respond by using one of the options given below.)**

(a) 0 hours **(b) 1-5 hours** **(c) 6-10 hours** **(d) 11-20 hours** **(e) over 20 hours**

1. performing principal duties of position held (e.g., teaching, counseling, administrating, etc.)
2. performing activities related to teaching (e.g., planning, evaluating students' work, etc.)
3. advising, counseling, and/or otherwise interacting with students (outside of class)
4. interacting with colleagues informally (i.e., outside of staff & committee meetings, etc.)
5. doing committee work
6. seeking outside funding (e.g., grant writing)
7. conducting research
8. attending or preparing for professional meetings or conferences
9. giving performances or exhibitions in the fine or applied arts
10. recruiting
11. taking courses or doing other work toward an advanced degree
12. giving speeches
13. doing community service work
14. attending workshops, classes, etc. solely to improve professional performance
15. outside paid employment (e.g., consulting, freelance work, self-owned business)
16. doing work related to a professional organization
17. reading professional journals
18. teaching overload (credit hours)
19. interacting with outside agencies (e.g., business, industry, schools, etc.)
20. other (Fill in the blank.) _____

Indicate the number of years it has been since you participated in the following activities. **(Respond by using one of the options given below.)**

(a) 3 years or fewer (b) 4-6 years (c) 7-9 years (d) 10 years or more (e) not applicable

21. attended a professional conference or workshop in my field
22. taken educational leave or a sabbatical
23. engaged in scholarly work that lead to a publication, an exhibit, or other professionally recognized contribution to my field
24. participated in an internship or exchange program (business or educational)
25. developed a new course
26. significantly revised a course on the basis of new developments in my field
27. significantly revised a course to incorporate elements of general education
28. completed a university credit course
29. participated in an innovative teaching experiment (e.g., team teaching, writing across the curriculum, computer-assisted instruction, etc.)
30. had an article published in a journal in my field
31. authored, co-authored, edited, or contributed one or more chapters to a published book in my field
32. applied to an outside agency for a research grant to study a problem in my field
33. participated in the planning, organizing, and/or offering of a workshop, conference, etc.
34. participated in a scheduled colloquy to discuss a professional issue
35. served on a professional committee outside of the college

II. INDIVIDUAL PROFESSIONAL DEVELOPMENT GOALS

36. ***Will you pursue professional development in the upcoming year?***

    a. yes
    b. no

Indicate the importance to you of the following professional goals. **(Respond by using one of the options given below.)**

(a) unimportant (b) somewhat unimportant (c) somewhat important (d) important (e) not a goal

37. become more effective at my job (i.e., teaching, counseling, etc.)
38. become more knowledgeable in my field
39. obtain a higher degree
40. obtain higher rank
41. obtain an administrative position (if you currently hold a faculty or other position)
42. obtain a position at a four-year college or university
43. obtain a position in a non-academic setting
44. obtain a full-time teaching position (if you currently hold a part-time position)
45. other _____

How likely is it that you will actually pursue each of the following if given the opportunity, e.g., through funding, sabbatical or educational leave, released time, etc.? **(Respond by using one of the options given below.)**

(a) unlikely (b) somewhat unlikely (c) somewhat likely (d) likely (e) does not apply

46. university credit courses
47. non-credit courses
48. professional conferences
49. college-sponsored presentations, workshops, seminars, etc.
50. internship or exchange in business/industry
51. academic exchange (i.e., work at another institution for a specified time)
52. research and scholarship
53. formal colloquia or symposia with colleagues
54. summer institutes, workshops, etc.
55. other _____

56. ***When you decide <u>not</u> to participate in a professional development activity that is available to you, which of the following tends to be the <u>single greatest factor</u> influencing that decision?***

a. lack of interest
b. inconvenient due to personal circumstances (e.g., child care, physical health, etc.)
c. lack of money
d. lack of time
e. other _____

Please rate the effectiveness of each of the following for keeping you up-to-date with new developments in your field and/or improving your professional performance. **(Respond by using one of the options given below.)**

(a) ineffective (b) somewhat ineffective (c) somewhat effective (d) effective (e) have not pursued

57. university credit courses
58. non-credit courses
59. professional conferences
60. on-campus presentations, workshops, seminars, etc.
61. internships or exchanges in industry/education (working in field)
62. research and scholarship
63. site visits
64. formal colloquia or symposia with colleagues
65. informal conversations with colleagues
66. professional journals
67. professional committee or task force work
68. teleconferences
69. computer networks
70. other _____

III. INSTITUTIONAL SUPPORT

71. ***How would you describe the overall <u>attitude</u> of the administration at your institution toward professional development?***

a. strongly encourages professional development
b. mildly encourages professional development
c. neither encourages nor discourages professional development (neutral)
d. mildly discourages professional development
e. strongly discourages professional development

In your opinion, how adequate is your institution's financial support for the following? **(Respond by using one of the options given below.)**

(a) inadequate (b) somewhat inadequate (c) somewhat adequate (d) adequate (e) does not apply

72. tuition reimbursement
73. sabbaticals
74. educational leave
75. released time
76. flexible scheduling to accommodate individual professional development activities
77. professional association memberships (fees)
78. registration fees for professional meetings (e.g., conferences, committees, etc.)
79. travel expenses for professional meetings (e.g., conferences, committees, etc.)
80. retraining for fields significantly affected by rapidly changing technology
81. training in computer skills (for fields not significantly affected by changing technology)

Assuming, as the literature suggests, that institutional environment and professional development are interrelated, please indicate the extent to which you agree or disagree with the following statements. **(Respond by using one of the options given below.)**

(a) strongly disagree (b) mildly disagree (c) mildly agree (d) strongly agree (e) neutral

82. Morale at this institution is generally high.
83. There is a sense of community at this institution.
84. Professionals here respect each other.
85. There is a sense of collegiality at this institution.
86. Efforts to try new approaches to meet job demands are generally supported here.
87. Faculty and administration here are typically at odds.
88. An intellectual environment exists here.
89. Sufficient opportunities for professional development are made available here.
90. Professionals here are appreciated by supervisors for doing their jobs well.

IV. DEMOGRAPHIC DATA

91. ***Position currently held?***
    a. administrator
    b. teaching faculty
    c. counselor
    d. librarian
    e. other

92. ***Number of years in current position?***

a. 0 years
b. 1-5 years
c. 6-10 years
d. 11-20 years
e. over 20 years

93. ***Number of years at your college?***

a. 0 years
b. 1-5 years
c. 6-10 years
d. 11-20 years
e. over 20 years

94. ***Present academic rank?*** **(If not applicable, or if your rank is not listed, leave blank.)**

a. professor
b. associate professor
c. assistant professor
d. instructor
e. lecturer/ adjunct faculty

95. ***Administrative title?***

a. not applicable
b. dean
c. division chair or director
d. coordinator or administrator of a center, lab, or program
e. other

96. ***Age?***

a. under 30
b. 30-39
c. 40-49
d. 50-59
e. 60 and over

97. ***Sex?***

a. female
b. male

98. ***Highest degree currently held?***

a. doctoral degree
b. master's + 24, Specialist, C.A.G.S.
c. master's degree
d. professional degree beyond bachelor's
e. bachelor's degree

99. ***Degree currently working toward?*** **(If not applicable, leave blank.)**

a. doctoral degree
b. master's + 24, Specialist, C.A.G.S.
c. master's degree
d. professional degree beyond bachelor's
e. bachelor's degree

100. ***Type of courses most frequently taught?***

a. transfer courses
b. occupational/technical courses
c. does not apply

Standard prefix of courses most frequently taught? (Fill in the blank.) _____

Major or area of specialization of highest degree held? (Fill in the blank.) _____

Division, department, or program in which you work? (Fill in the blank.) _____

Please write all comments on the reverse side of this page.

Thank you for taking the time to complete this questionnaire. Please place the form and answer sheet in the envelope provided, seal, and return to your division office.

During a typical semester, what is the average number of hours you spend per week on each of the following activities?

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Performing principal duties of position held																									
0 hours	0.3	0.1	2.4	0.0	0.3	0.0	0.0	0.3	0.2	0.0	0.0	0.0	0.8	0.2	0.0	0.3	0.0	0.3	0.2	0.1	0.0	0.8	0.2	0.1	0.3
1-5 hours	3.3	3.3	7.3	5.8	3.1	2.3	3.9	0.6	3.9	1.1	0.0	13.2	10.2	6.0	4.3	0.9	0.6	2.0	1.4	4.1	9.4	6.0	2.6	3.7	3.5
6-10 hours	5.0	5.2	0.0	7.7	4.6	3.8	8.4	1.6	5.9	0.0	0.0	13.2	5.5	9.7	6.5	2.0	2.0	4.0	4.1	5.2	9.4	7.5	5.7	4.8	3.3
11-20 hours	27.8	26.2	36.6	23.0	26.2	28.3	29.6	3.6	34.1	3.3	6.9	7.9	28.3	23.2	23.2	27.9	33.5	22.3	29.6	28.5	26.4	27.1	36.9	26.4	7.1
over 20 hours	63.2	64.4	53.7	63.1	65.5	64.7	58.1	93.9	55.4	94.6	93.1	65.8	55.1	60.2	65.9	68.7	63.1	71.0	64.2	61.6	54.7	57.9	53.8	64.6	85.6
Performing activities related to teaching																									
0 hours	7.1	9.4	4.9	8.8	8.5	9.0	6.7	46.3	0.1	7.6	31.0	18.4	8.7	12.1	9.6	5.7	6.5	15.5	5.8	8.4	0.0	3.8	1.0	2.1	33.2
1-5 hours	15.3	16.7	14.6	16.8	19.0	12.7	11.7	29.1	10.5	55.4	34.5	34.2	17.3	19.8	20.1	14.5	10.4	15.3	14.9	17.6	18.9	15.0	10.4	13.8	31.7
6-10 hours	22.9	24.9	22.0	25.2	22.2	25.1	30.2	12.9	26.7	14.1	24.1	34.2	18.1	24.3	25.4	23.8	25.4	19.3	22.4	25.4	39.6	33.1	23.3	31.9	12.8
11-20 hours	32.5	30.8	34.1	31.0	30.5	33.5	34.1	6.5	38.9	15.2	6.9	10.5	30.7	27.9	28.2	34.2	36.9	30.5	33.4	30.9	26.4	33.1	39.6	31.8	14.9
over 20 hours	21.5	17.1	24.4	16.4	19.3	19.2	16.8	2.9	23.4	7.6	3.4	2.6	25.2	15.1	16.1	21.1	20.3	19.0	22.8	17.0	15.1	13.5	25.2	20.1	5.5
Advising ... interacting with students																									
0 hours	4.4	5.7	2.4	7.7	4.9	3.8	6.1	15.5	2.4	0.0	34.5	21.1	8.7	7.3	6.5	3.3	2.8	5.0	3.4	4.8	9.4	9.8	1.2	2.8	16.1
1-5 hours	48.3	55.2	46.3	48.5	51.8	52.7	63.7	54.7	54.7	15.2	31.0	52.6	56.7	54.2	52.0	49.3	54.6	56.3	46.4	53.3	56.6	59.4	54.6	57.1	40.6
6-10 hours	31.4	27.4	31.7	29.6	29.1	30.6	23.5	18.4	33.3	13.0	13.8	5.3	25.2	25.0	28.5	31.7	33.0	27.3	35.1	27.4	30.2	21.8	33.0	30.9	19.1
11-20 hours	9.9	7.1	9.8	7.7	8.7	8.8	5.6	5.5	8.5	10.9	6.9	13.2	5.5	8.4	8.0	10.1	6.2	7.3	9.6	8.7	3.8	6.8	8.4	7.8	8.3
over 20 hours	5.5	3.7	9.8	5.5	5.1	3.6	1.1	5.5	0.7	59.8	13.8	7.9	3.9	4.5	4.6	5.4	2.8	3.8	5.0	5.2	0.0	2.3	1.9	1.2	15.4
Interacting with colleagues informally																									
0 hours	8.4	7.5	4.9	12.8	7.4	6.5	10.1	2.9	8.7	10.9	6.9	10.5	15.0	11.0	10.5	4.6	4.8	5.3	6.2	8.3	20.8	15.0	7.4	7.8	8.6
1-5 hours	80.5	78.3	82.9	75.9	80.3	78.9	79.9	72.5	80.9	76.1	86.2	78.9	71.7	75.3	77.7	83.6	82.5	78.5	80.1	80.7	73.6	78.2	80.8	82.2	73.6
6-10 hours	9.2	11.2	7.3	9.9	9.7	12.0	10.1	16.8	9.4	8.7	6.9	5.3	7.9	10.8	9.3	10.1	12.1	12.0	12.7	8.6	5.7	6.0	10.3	9.1	12.1
11-20 hours	1.2	1.7	0.0	0.7	2.0	1.4	0.0	5.5	0.5	3.3	0.0	2.6	3.1	1.9	1.5	1.1	0.6	2.8	1.0	1.3	0.0	0.0	0.7	0.6	4.3
over 20 hours	0.3	0.5	4.9	0.7	0.3	0.4	0.0	1.9	0.1	1.1	0.0	0.0	1.6	0.6	0.9	0.2	0.0	0.8	0.0	0.5	0.0	0.8	0.4	0.0	1.3

Note: Percentages do not always add up to 100 because responses coded as unreadable or missing are not listed.

During a typical semester, what is the average number of hours you spend per week on each of the following activities?

	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
ALL RESPONDENTS	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Doing committee work																									
0 hours	18.1	18.9	34.1	28.5	16.8	14.2	25.1	5.5	20.9	8.7	24.1	55.3	41.7	27.9	20.7	10.4	9.9	13.8	11.8	21.7	32.1	31.6	17.9	21.3	15.6
1-5 hours	71.0	69.7	56.1	61.3	72.1	74.0	68.2	62.8	72.0	83.7	72.4	42.1	52.8	60.0	68.7	77.8	81.7	67.8	76.4	70.6	62.3	64.7	72.4	73.0	65.0
6-10 hours	7.6	7.9	9.8	7.3	8.3	7.9	5.6	23.0	5.1	5.4	0.0	0.0	2.4	8.6	7.7	8.3	6.8	12.5	9.2	5.5	3.8	3.0	7.2	4.2	13.9
11-20 hours	2.4	1.9	0.0	2.2	1.9	2.7	0.6	6.8	1.2	1.1	3.4	2.6	2.4	2.6	1.2	2.7	1.1	4.3	2.2	1.3	0.0	0.0	1.4	1.2	4.0
over 20 hours	0.4	0.3	0.0	0.4	0.4	0.4	0.0	1.6	0.1	1.1	0.0	0.0	0.0	0.6	0.9	0.2	0.0	1.0	0.0	0.3	0.0	0.8	0.1	0.0	1.3
Seeking outside funding																									
0 hours	82.2	83.5	90.2	83.2	80.9	85.1	89.4	59.5	88.4	77.2	96.6	78.9	85.0	77.0	82.0	85.8	88.5	73.8	82.0	88.1	88.7	85.7	85.5	87.6	72.5
1-5 hours	14.6	13.5	7.3	13.9	17.3	11.6	6.7	31.7	10.3	16.3	3.4	15.8	10.2	19.6	14.6	12.4	9.9	22.0	15.2	9.5	11.3	13.5	12.0	12.1	20.2
6-10 hours	1.4	1.4	2.4	1.1	0.9	1.4	2.2	3.9	0.7	3.3	0.0	2.6	1.6	1.9	0.9	0.8	1.1	2.8	1.9	0.4	0.0	0.0	1.5	0.0	3.3
11-20 hours	0.6	0.3	0.0	1.1	0.4	0.2	0.0	2.3	0.1	0.0	0.0	2.6	0.8	0.6	1.2	0.2	0.0	0.5	0.2	0.5	0.0	0.8	0.1	0.0	1.8
over 20 hours	0.7	0.1	0.0	0.7	0.3	0.2	0.0	1.9	0.0	1.1	0.0	0.0	1.6	0.4	0.6	0.2	0.0	0.3	0.2	0.5	0.0	0.0	0.1	0.0	1.3
Conducting research																									
0 hours	61.2	53.7	61.0	59.5	55.0	60.2	55.9	53.1	57.0	60.9	86.2	65.8	56.7	53.8	59.1	58.7	57.5	46.5	54.1	64.4	62.3	64.7	50.7	64.6	58.4
1-5 hours	31.9	36.2	31.7	32.8	35.8	31.9	36.3	38.8	34.1	33.7	13.8	31.6	32.3	38.3	33.1	33.5	33.0	40.8	34.8	30.9	32.1	30.1	37.5	30.0	35.3
6-10 hours	3.8	5.8	4.9	2.9	5.8	4.7	5.0	3.9	5.5	1.1	0.0	2.6	7.9	4.5	3.7	4.6	6.2	7.5	6.3	2.7	3.8	3.8	6.8	4.2	2.5
11-20 hours	1.0	2.1	0.0	3.3	1.1	1.6	1.1	1.9	1.4	3.3	0.0	0.0	0.0	1.5	1.9	1.3	2.3	2.5	2.1	0.8	0.0	0.8	2.2	0.6	1.8
over 20 hours	1.3	1.2	2.4	1.5	1.5	0.7	0.6	1.6	1.2	0.0	0.0	0.0	0.8	1.7	1.2	1.1	0.8	2.0	2.4	0.3	0.0	0.0	1.7	0.3	1.3
Attending ... meetings or conferences																									
0 hours	34.1	43.9	48.8	46.7	39.8	36.4	40.8	20.1	44.1	32.6	44.8	44.7	43.3	40.0	37.8	39.7	42.5	36.8	35.1	43.4	47.2	45.9	47.2	38.1	28.2
1-5 hours	61.6	52.1	46.3	50.7	56.7	59.1	55.3	73.5	52.6	60.9	55.2	52.6	52.8	54.6	58.8	57.6	54.9	57.3	62.3	52.9	50.9	51.1	49.5	58.9	66.5
6-10 hours	2.8	2.3	2.4	1.1	2.6	2.5	2.2	4.5	2.0	5.4	0.0	0.0	3.9	3.7	1.2	1.7	1.7	3.8	1.4	2.3	1.9	3.0	1.7	2.2	3.3
11-20 hours	0.4	0.4	2.4	1.1	0.1	0.5	0.6	1.3	0.3	1.1	0.0	0.0	0.0	0.6	1.2	0.3	0.0	1.0	0.2	0.4	0.0	0.0	0.5	0.0	1.3
over 20 hours	0.2	0.1	0.0	0.4	0.1	0.2	0.0	0.3	0.1	0.0	0.0	2.6	0.0	0.6	0.0	0.0	0.0	0.3	0.2	0.1	0.0	0.0	0.0	0.1	0.3

During a typical semester, what is the average number of hours you spend per week on each of the following activities?

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Giving performances ... arts																									
0 hours	91.9	89.2	90.2	90.9	91.0	90.3	92.2	92.6	90.0	93.5	96.6	97.4	94.5	89.7	92.0	90.7	91.0	90.0	91.1	91.2	88.7	92.5	88.5	92.5	94.5
1-5 hours	5.5	7.6	4.9	7.3	6.4	6.5	5.0	4.5	7.1	5.4	3.4	2.6	3.9	6.4	5.6	7.4	6.5	6.8	6.2	6.7	7.5	4.5	8.0	5.8	3.0
6-10 hours	1.2	1.6	4.9	0.4	1.9	1.1	1.7	1.9	1.5	1.1	0.0	0.0	1.6	2.4	1.2	1.1	0.8	2.0	1.4	1.1	3.8	1.5	1.7	0.9	1.5
11-20 hours	0.3	0.3	0.0	0.4	0.3	0.5	0.0	0.6	0.3	0.0	0.0	0.0	0.0	0.4	0.6	0.0	0.8	0.0	0.7	0.4	0.0	0.0	0.6	0.0	0.5
over 20 hours	0.1	0.2	0.0	0.0	0.1	0.4	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.4	0.0	0.0	0.3	0.3	0.2	0.0	0.0	0.8	0.2	0.1	0.0
Recruiting																									
0 hours	61.6	60.0	68.3	63.9	58.1	62.2	68.7	48.9	65.7	17.4	93.1	65.8	73.2	63.2	55.7	58.4	63.4	64.8	62.8	63.5	45.3	44.4	76.4	46.9	55.7
1-5 hours	34.4	35.6	29.3	31.0	37.9	33.9	29.1	44.7	31.6	70.7	6.9	28.9	22.0	31.6	41.2	38.1	34.1	31.8	33.9	32.4	52.8	48.9	21.5	48.9	38.5
6-10 hours	2.4	2.3	2.4	2.9	2.3	2.5	1.1	4.2	1.4	8.7	0.0	2.6	4.7	3.6	1.9	1.9	0.8	1.8	2.2	2.5	1.9	3.8	0.7	3.0	3.5
11-20 hours	0.8	0.4	0.0	0.7	1.0	0.2	0.0	1.9	0.2	2.2	0.0	0.0	0.0	0.4	0.9	0.8	0.6	0.3	0.0	0.8	0.0	2.3	0.2	0.3	1.8
over 20 hours	0.2	0.2	0.0	0.7	0.1	0.2	0.0	0.3	0.1	1.1	0.0	2.6	0.0	0.6	0.0	0.0	0.3	0.0	0.2	0.4	0.0	0.0	0.1	0.0	0.5
Taking courses ... toward an advanced degree																									
0 hours	67.7	77.9	58.5	60.2	71.9	79.7	86.0	79.9	71.6	83.7	82.8	65.8	74.0	68.0	67.2	75.1	84.5	91.0	66.1	74.1	64.2	57.9	78.3	65.5	76.1
1-5 hours	21.2	14.5	14.6	24.8	19.0	14.0	11.7	12.0	19.1	9.8	13.8	28.9	17.3	20.4	19.2	17.8	12.1	6.3	20.5	19.8	30.2	22.6	14.7	22.8	15.1
6-10 hours	6.2	4.4	9.8	7.7	5.9	3.4	1.7	4.5	5.5	2.2	0.0	2.6	3.1	7.1	8.7	3.6	2.3	0.8	7.4	3.9	5.7	12.0	3.3	8.1	4.5
11-20 hours	2.4	1.7	7.3	5.1	1.7	1.4	0.0	1.9	2.0	4.3	3.4	0.0	3.9	2.4	3.1	1.9	0.6	1.0	3.6	0.9	0.0	4.5	1.6	2.4	2.5
over 20 hours	1.6	0.5	9.8	1.1	1.1	0.4	0.0	1.0	1.0	0.0	0.0	2.6	1.6	1.7	1.2	0.6	0.0	0.3	1.5	0.7	0.0	3.0	1.1	0.9	1.0
Giving speeches																									
0 hours	71.5	71.1	78.0	78.1	69.3	70.3	78.2	43.7	78.0	51.1	93.1	73.7	79.5	66.4	72.4	71.5	76.3	59.8	70.7	76.1	79.2	78.9	74.6	78.0	55.9
1-5 hours	26.8	26.9	19.5	20.8	29.2	28.0	21.2	52.8	20.8	47.8	6.9	23.7	19.7	32.0	25.1	26.9	22.5	38.3	28.6	22.5	18.9	16.5	23.9	21.1	41.3
6-10 hours	0.9	0.9	0.0	0.7	0.9	0.9	0.6	2.3	0.6	1.1	0.0	2.6	0.0	1.1	1.2	0.8	0.6	1.0	0.2	0.8	1.9	2.3	0.5	0.6	1.8
11-20 hours	0.0	0.2	0.0	0.0	0.2	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.3	0.0	0.3	0.0	0.0	0.0	0.2	0.0	0.0
over 20 hours	0.1	0.1	2.4	0.0	0.1	0.0	0.0	0.3	0.1	0.0	0.0	0.0	0.8	0.2	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.8	0.1	0.1	0.0

During a typical semester, what is the average number of hours you spend per week on each of the following activities?

	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
ALL RESPONDENTS	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Doing community service work																									
0 hours	22.0	26.0	34.1	29.9	24.3	19.7	32.4	18.1	25.5	28.3	41.4	26.3	42.5	26.7	25.1	22.4	18.9	21.0	22.8	25.4	32.1	34.6	24.3	24.4	24.7
1-5 hours	66.4	62.5	51.2	60.6	63.3	69.5	58.1	69.6	63.2	63.0	51.7	52.6	48.0	61.3	67.2	63.9	71.0	65.5	67.0	63.1	58.5	54.9	64.4	64.8	63.7
6-10 hours	9.2	8.4	14.6	6.6	9.4	8.4	8.4	10.0	8.8	5.4	0.0	13.2	7.1	9.9	5.9	9.8	8.2	10.8	7.7	9.0	5.7	8.3	9.0	8.5	8.8
11-20 hours	1.1	2.0	0.0	1.8	2.1	1.3	0.0	1.6	1.5	3.3	0.0	5.3	0.8	1.9	1.2	2.4	0.8	1.3	1.9	1.5	3.8	0.8	1.6	1.0	1.8
over 20 hours	0.7	0.0	0.0	0.4	0.3	0.4	0.0	0.3	0.3	0.0	3.4	0.0	0.8	0.0	0.3	0.6	0.0	0.8	0.2	0.1	0.0	0.8	0.1	0.3	0.8
Attending workshops ... to improve ... performance																									
0 hours	40.8	48.6	56.1	51.8	45.6	40.5	49.7	37.2	48.0	39.1	37.9	42.1	54.3	48.2	42.1	43.8	44.8	51.3	42.1	45.9	43.4	45.9	54.8	37.9	38.0
1-5 hours	56.4	47.2	41.5	43.8	51.4	56.6	47.5	58.9	48.9	56.5	62.1	55.3	43.3	47.9	55.1	52.4	54.1	46.8	55.3	50.8	54.7	47.4	43.1	57.9	59.2
6-10 hours	1.7	2.3	2.4	2.6	2.0	1.3	2.2	1.9	1.9	3.3	0.0	0.0	0.8	2.6	0.9	2.5	0.6	1.0	1.2	1.9	1.9	6.0	1.1	2.8	1.5
11-20 hours	0.1	0.5	0.0	0.7	0.3	0.4	0.0	0.6	0.3	0.0	0.0	0.0	0.8	0.4	0.6	0.2	0.3	0.3	0.9	0.0	0.0	0.8	0.2	0.4	0.5
over 20 hours	0.2	0.4	0.0	0.7	0.4	0.2	0.0	1.3	0.1	0.0	0.0	2.6	0.8	0.7	0.3	0.2	0.0	0.5	0.0	0.5	0.0	0.0	0.0	0.4	0.5
Outside paid employment																									
0 hours	72.2	65.4	68.3	63.1	68.3	70.6	72.1	83.5	64.4	83.7	93.1	68.4	69.3	63.4	69.7	69.0	75.8	69.8	71.9	70.1	45.3	59.4	68.7	60.7	81.4
1-5 hours	18.1	19.0	14.6	22.6	18.0	19.7	12.3	12.9	20.6	9.8	3.4	13.2	17.3	19.1	18.3	20.0	15.5	19.0	18.0	17.5	26.4	18.8	19.8	21.7	11.6
6-10 hours	3.9	7.6	4.9	5.5	6.4	4.1	8.9	1.3	7.0	5.4	0.0	2.6	7.1	5.8	6.5	5.8	5.1	5.3	6.3	5.2	9.4	5.3	5.2	7.9	3.3
11-20 hours	2.0	3.0	2.4	2.2	3.2	1.8	3.4	1.3	3.0	0.0	3.4	5.3	0.0	3.9	2.5	2.5	1.7	1.5	1.2	3.2	7.5	7.5	2.2	4.0	1.5
over 20 hours	3.4	3.8	9.8	6.6	3.7	2.5	2.8	0.6	4.3	1.1	0.0	10.5	6.3	7.7	2.8	2.0	1.1	3.3	1.9	3.7	11.3	9.0	3.1	5.2	2.0
Doing work related to a professional organization																									
0 hours	52.3	58.2	75.6	60.2	56.1	52.2	60.3	41.1	58.5	59.8	72.4	57.9	68.5	53.6	57.0	56.2	55.8	52.3	51.7	59.9	54.7	67.7	62.1	54.0	48.9
1-5 hours	45.9	37.6	19.5	36.5	41.5	44.1	38.0	55.3	38.8	38.0	27.6	36.8	26.8	43.0	40.2	41.3	42.0	44.0	46.1	38.1	37.7	27.1	35.6	43.3	48.1
6-10 hours	1.0	2.1	2.4	1.5	1.6	2.2	0.0	2.3	1.6	1.1	0.0	2.6	3.1	1.7	1.2	1.6	1.4	2.5	1.0	1.2	3.8	2.3	1.5	1.3	1.8
11-20 hours	0.0	0.3	0.0	0.4	0.1	0.0	0.6	0.3	0.1	0.0	0.0	0.0	0.0	0.2	0.0	0.3	0.0	0.3	0.2	0.0	0.0	0.8	0.0	0.3	0.3
over 20 hours	0.1	0.7	0.0	1.1	0.3	0.2	1.1	0.6	0.4	0.0	0.0	2.6	0.0	1.1	0.6	0.0	0.3	0.5	0.2	0.1	3.8	1.5	0.1	0.6	0.3

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During a typical semester, what is the average number of hours you spend per week on each of the following activities?

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg	BA/S	Trans	O/T	N/A
Reading professional journals																									
0 hours	9.6	9.3	9.8	10.6	10.5	7.3	8.4	9.7	8.9	16.3	3.4	7.9	11.0	9.2	9.6	8.0	11.3	8.5	8.9	10.7	3.8	11.3	10.5	6.0	11.3
1-5 hours	82.5	76.6	78.0	81.8	79.7	78.0	81.0	80.9	79.2	80.4	79.3	81.6	78.7	80.0	78.0	81.4	77.5	80.3	77.6	81.0	86.8	75.9	77.4	83.8	78.8
6-10 hours	6.3	10.9	7.3	6.9	7.9	11.3	8.9	6.8	9.5	2.2	17.2	7.9	7.1	9.3	9.0	8.7	8.7	8.5	11.3	6.3	7.5	10.5	10.0	8.1	7.6
11-20 hours	0.4	1.6	2.4	0.4	1.2	1.4	0.6	1.0	1.2	1.1	0.0	0.0	0.8	0.6	1.5	1.3	1.4	1.5	1.0	0.9	0.0	1.5	1.0	1.3	1.0
over 20 hours	0.7	0.4	2.4	0.4	0.2	0.9	0.6	0.6	0.5	0.0	0.0	2.6	1.6	0.6	0.3	0.3	0.6	0.8	0.5	0.5	0.0	0.0	0.6	0.3	0.5
Teaching overload																									
0 hours	68.4	58.2	70.7	64.2	63.3	60.8	63.1	93.9	53.9	90.2	96.6	92.1	81.9	72.0	64.4	56.2	53.0	67.0	58.9	65.1	56.6	59.4	54.2	55.2	90.7
1-5 hours	28.0	36.9	26.8	31.4	33.7	34.1	33.0	3.2	41.7	6.5	3.4	5.3	16.5	24.7	30.7	38.9	43.9	28.3	38.2	31.0	37.7	35.3	41.1	40.9	7.1
6-10 hours	2.0	3.7	0.0	3.6	2.3	3.2	3.4	1.3	3.3	2.2	0.0	2.6	0.0	2.2	3.4	3.8	2.5	4.3	2.2	2.8	1.9	2.3	3.7	2.7	1.5
11-20 hours	0.3	0.1	2.4	0.0	0.1	0.4	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.2	0.0	0.3	0.3	0.0	0.0	0.3	0.0	0.0	0.2	0.1	0.0
over 20 hours	0.1	0.2	0.0	0.0	0.3	0.0	0.0	0.3	0.1	0.0	0.0	0.0	0.0	0.4	0.0	0.2	0.0	0.0	0.0	0.3	0.0	0.8	0.0	0.3	0.0
Interacting with outside agencies																									
0 hours	35.3	33.9	48.8	31.0	33.0	37.3	40.8	10.0	41.6	9.8	55.2	18.4	37.8	29.0	29.4	35.7	46.2	36.8	36.8	36.1	24.5	23.3	52.7	22.6	20.4
1-5 hours	55.1	52.7	43.9	55.1	55.7	50.9	52.5	57.6	52.4	72.8	44.8	42.1	52.0	55.1	57.3	56.2	46.5	48.0	55.3	54.3	62.3	57.1	41.5	66.9	58.7
6-10 hours	5.8	8.7	4.9	7.3	8.1	7.3	3.4	23.9	3.4	12.0	0.0	15.8	6.3	9.9	7.4	5.2	5.9	11.8	5.5	5.9	9.4	9.0	4.5	5.8	13.9
11-20 hours	2.2	1.9	0.0	2.9	1.5	2.3	2.2	5.2	1.1	2.2	0.0	15.8	1.6	2.8	2.5	2.0	0.6	2.0	1.4	1.7	1.9	5.3	0.2	2.8	3.5
over 20 hours	1.3	1.5	2.4	2.9	1.3	1.1	1.1	2.6	1.1	3.3	0.0	5.3	1.6	2.4	2.5	0.5	0.8	0.8	0.9	1.5	1.9	3.8	0.6	1.2	3.0

Indicate the number of years it has been since you participated in the following activities.

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg	BA/S	Trans	O/T	N/A
Attended a conference ... in my field																									
3 years or fewer	90.4	85.7	82.9	87.6	89.6	89.4	80.4	96.1	86.1	92.4	96.6	89.5	85.0	91.8	89.2	86.8	85.1	88.8	89.6	87.2	84.9	85.7	85.4	89.5	93.2
4-6 years	4.2	7.6	4.9	6.2	4.9	4.8	13.4	1.6	7.1	2.2	3.4	7.9	6.3	3.2	5.9	7.2	8.2	3.8	6.2	6.4	9.4	7.5	7.5	5.7	3.0
7-9 years	1.3	2.1	2.4	1.5	1.6	2.0	2.8	0.3	2.2	1.1	0.0	0.0	0.8	1.1	2.5	1.7	2.8	2.8	1.5	1.5	0.0	3.0	3.1	0.7	0.8
10 years or more	1.3	1.6	0.0	0.7	1.6	1.6	1.1	0.6	1.8	0.0	0.0	0.0	2.4	0.9	0.3	1.9	2.0	2.3	1.4	1.3	0.0	0.8	1.7	0.7	1.3
not applicable	2.4	2.1	9.8	3.6	1.7	2.2	1.1	1.3	2.4	4.3	0.0	2.6	5.5	2.6	1.9	1.9	1.7	2.3	1.0	3.1	5.7	3.0	1.9	2.5	1.8
Taken educational leave or a sabbatical																									
3 years or fewer	11.1	8.8	17.1	9.9	9.7	8.4	10.1	8.4	9.9	7.6	3.4	13.2	11.8	10.1	9.6	9.6	7.3	7.5	11.0	10.2	9.4	6.0	9.4	10.0	8.1
4-6 years	3.5	4.6	2.4	2.9	4.3	3.6	4.5	4.9	3.7	4.3	3.4	5.3	3.9	2.4	5.3	4.6	2.8	6.5	4.8	2.0	0.0	3.0	4.3	3.3	4.0
7-9 years	2.4	3.3	0.0	1.1	3.2	3.8	2.2	3.9	2.8	1.1	3.4	5.3	0.8	2.8	1.9	3.8	3.4	4.5	3.6	1.9	0.0	3.0	3.3	2.2	3.0
10 years or more	20.0	31.3	2.4	11.3	27.1	33.5	27.9	35.0	25.3	19.6	37.9	10.5	8.7	17.2	24.1	32.1	39.2	42.0	28.6	20.6	26.4	10.5	29.3	21.9	29.0
not applicable	61.6	50.0	75.6	74.5	54.3	48.7	54.2	46.6	56.8	66.3	51.7	65.8	74.8	65.8	58.5	48.0	45.9	39.0	50.5	64.0	62.3	75.9	52.0	61.3	54.4
Engaged in scholarly ... contribution to my field																									
3 years or fewer	37.0	35.7	41.5	32.8	38.5	35.8	31.3	38.2	37.4	26.1	13.8	13.2	33.9	39.6	35.6	36.1	32.4	54.0	40.2	27.7	30.2	22.6	43.1	29.7	33.2
4-6 years	11.6	8.9	7.3	10.6	10.1	10.4	6.7	10.4	9.4	14.1	13.8	7.9	12.6	8.0	9.9	11.5	8.7	13.5	11.1	8.8	3.8	2.3	10.4	8.1	12.3
7-9 years	3.3	6.3	2.4	4.4	3.8	6.8	7.3	9.4	4.4	3.3	6.9	0.0	2.4	5.8	3.7	4.4	7.3	7.3	5.7	4.0	5.7	2.3	6.2	3.3	5.0
10 years or more	15.0	20.0	4.9	8.4	17.3	23.7	21.2	17.8	17.8	19.6	31.0	15.8	8.7	12.7	13.9	20.2	29.3	16.5	20.4	19.5	15.1	9.0	19.9	16.2	18.6
not applicable	31.9	27.7	41.5	43.1	29.3	22.8	31.8	23.9	29.9	37.0	34.5	60.5	40.9	32.1	36.2	27.1	22.3	8.3	21.9	38.9	45.3	62.4	19.3	42.0	30.0
Participated in an internship or exchange program																									
3 years or fewer	12.9	10.3	19.5	14.2	10.4	10.2	11.2	9.4	11.8	8.7	3.4	10.5	14.2	13.1	10.2	9.4	10.7	10.8	13.4	10.7	7.5	5.3	11.8	11.8	9.3
4-6 years	2.8	3.4	4.9	2.2	2.5	4.1	3.4	1.9	3.3	3.3	6.9	2.6	1.6	2.6	2.5	3.9	3.4	4.0	3.3	1.7	1.9	4.5	2.8	3.6	2.8
7-9 years	2.5	2.2	0.0	1.8	2.1	2.9	3.4	3.2	2.2	0.0	0.0	5.3	0.0	3.4	1.2	2.2	2.8	3.5	1.9	2.3	1.9	2.3	2.5	2.2	2.5
10 years or more	15.6	22.0	4.9	8.8	20.8	22.4	20.1	22.3	18.8	17.4	31.0	7.9	9.4	14.0	16.1	22.8	27.6	25.5	21.7	17.0	11.3	11.3	21.7	16.3	19.1
not applicable	64.2	60.2	68.3	71.9	63.0	58.6	59.8	61.5	62.2	70.7	58.6	73.7	72.4	66.2	68.4	59.5	54.4	55.0	58.4	66.8	73.6	75.9	59.4	64.8	65.5

Indicate the number of years it has been since you participated in the following activities.

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Developed a new course																									
3 years or fewer	52.3	51.4	41.5	47.8	53.8	53.6	48.6	32.0	58.2	34.8	17.2	31.6	43.3	52.3	52.3	51.8	55.2	52.5	55.7	48.9	54.7	53.4	54.2	63.6	30.2
4-6 years	13.4	12.8	9.8	10.6	14.0	12.5	14.0	9.7	13.8	18.5	3.4	10.5	5.5	8.2	13.3	18.0	14.1	12.0	17.1	11.9	7.5	8.3	16.3	12.1	9.1
7-9 years	3.8	5.2	2.4	1.1	5.1	4.8	6.1	5.2	4.3	7.6	0.0	5.3	1.6	3.7	2.5	6.9	4.5	5.8	4.6	4.3	1.9	1.5	5.4	3.1	4.8
10 years or more	5.6	9.0	0.0	2.9	6.9	10.2	11.7	9.1	7.2	8.7	3.4	7.9	2.4	4.3	5.9	8.0	14.6	10.8	8.4	6.7	0.0	3.0	10.1	4.6	7.3
not applicable	24.2	20.2	46.3	36.9	19.5	17.7	19.6	42.7	15.8	30.4	75.9	44.7	47.2	30.3	25.7	14.5	10.7	18.3	13.7	27.3	35.8	33.1	13.2	15.6	47.9
Significantly revised a course ... in my field																									
3 years or fewer	66.0	61.2	58.5	60.6	63.5	67.7	59.8	35.0	71.7	43.5	20.7	50.0	52.0	60.2	61.9	67.6	67.3	59.5	70.7	60.2	64.2	63.2	69.9	76.3	34.5
4-6 years	7.1	8.0	0.0	6.6	8.2	7.5	7.8	6.1	8.0	12.0	0.0	2.6	1.6	6.0	8.7	10.1	7.3	6.8	8.9	7.8	3.8	4.5	8.2	8.4	5.0
7-9 years	1.8	3.0	0.0	1.5	2.3	2.5	3.9	3.2	2.1	2.2	3.4	2.6	1.6	3.2	2.2	1.6	2.8	3.0	1.7	2.9	1.9	0.0	2.7	1.2	2.8
10 years or more	2.5	5.0	2.4	1.1	4.2	4.5	6.1	6.1	3.5	3.3	3.4	5.3	2.4	2.2	1.9	4.7	7.6	6.5	4.5	2.8	1.9	2.3	5.2	1.5	5.0
not applicable	22.0	21.5	39.0	30.3	21.1	17.4	20.7	48.5	14.1	38.0	72.4	39.5	42.5	27.9	25.4	15.3	14.1	23.5	13.7	25.7	28.3	29.3	13.5	12.0	51.6
Significantly revised a course ... general ed.																									
3 years or fewer	47.6	43.1	39.0	40.1	46.9	45.0	45.3	24.9	50.8	31.5	6.9	34.2	34.6	43.4	44.0	45.4	50.7	45.5	52.9	40.8	39.6	42.1	53.3	47.8	24.7
4-6 years	8.5	7.9	4.9	7.7	8.5	7.7	8.9	5.2	8.7	9.8	0.0	2.6	7.9	6.7	7.7	9.9	7.0	6.8	9.9	8.0	7.5	3.8	8.0	9.9	5.8
7-9 years	2.0	4.3	0.0	1.5	3.0	3.2	6.7	3.9	3.1	2.2	3.4	5.3	0.8	3.4	3.1	3.1	4.2	2.3	3.1	3.1	1.9	4.5	3.7	3.0	2.3
10 years or more	3.8	6.5	2.4	2.9	5.6	6.6	5.0	5.8	5.2	5.4	6.9	7.9	1.6	4.1	3.1	6.5	9.0	6.5	6.3	4.5	7.5	2.3	6.3	3.6	6.0
not applicable	37.0	36.1	53.7	46.7	34.8	35.7	32.4	57.9	31.0	50.0	79.3	50.0	52.8	41.9	40.9	33.9	26.8	38.5	25.9	41.8	43.4	46.6	27.2	34.8	58.9
Completed a university credit course																									
3 years or fewer	47.8	29.9	70.7	59.1	39.2	28.7	21.8	35.3	38.7	37.0	24.1	39.5	55.9	47.9	46.4	32.0	19.7	24.0	42.5	40.2	43.4	53.4	33.7	45.4	36.3
4-6 years	18.0	15.7	26.8	19.3	15.7	17.9	12.3	14.2	17.1	9.6	17.2	13.2	19.7	17.9	16.1	15.3	16.6	15.5	15.4	18.9	9.4	13.5	17.1	16.3	16.1
7-9 years	11.0	12.7	0.0	9.5	12.5	11.8	14.5	13.3	11.4	12.0	17.2	10.5	7.1	10.1	9.6	15.3	12.7	9.5	13.7	12.6	9.4	9.8	13.2	9.6	12.1
10 years or more	18.0	32.9	0.0	6.9	26.7	34.8	36.9	31.4	25.9	20.7	37.9	28.9	13.4	17.8	19.5	30.1	44.5	40.3	24.5	23.1	24.5	17.3	29.5	21.9	28.2
not applicable	4.7	7.5	2.4	4.7	5.1	6.6	12.8	5.8	6.2	10.9	0.0	7.9	3.9	6.2	7.4	6.3	6.2	10.5	3.3	4.3	13.2	6.0	5.7	6.1	7.1

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Indicate the number of years it has been since you participated in the following activities.

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg	BA/S	Trans	O/T	N/A
Participated in ... teaching experiment																									
3 years or fewer	53.4	46.4	56.1	46.7	50.4	51.3	43.6	33.0	54.5	29.3	31.0	42.1	40.9	49.7	49.2	50.4	50.7	51.3	55.3	46.3	41.5	44.4	55.2	52.2	34.3
4-6 years	9.2	7.3	4.9	5.8	8.6	8.1	8.9	6.5	8.2	12.0	6.9	7.9	5.5	7.3	4.6	10.9	8.2	7.5	9.8	8.6	5.7	2.3	9.0	7.9	6.8
7-9 years	3.7	4.0	2.4	3.3	3.9	3.8	5.0	5.8	3.3	5.4	3.4	2.6	5.5	2.6	4.0	4.4	3.9	2.8	5.1	3.3	5.7	2.3	4.1	2.5	5.8
10 years or more	8.6	12.4	0.0	5.1	11.1	14.3	10.6	8.7	11.3	12.0	13.8	7.9	3.9	8.2	9.0	12.3	16.6	14.3	11.8	10.0	5.7	6.0	14.2	9.4	7.8
not applicable	24.2	28.5	36.6	38.0	25.1	21.7	30.2	45.0	21.8	40.2	44.8	39.5	44.1	31.4	32.5	20.6	20.0	23.5	17.3	30.6	41.5	44.4	16.8	27.0	44.1
Had an article published...																									
3 years or fewer	12.3	15.0	17.1	13.1	13.8	14.0	12.8	18.1	13.6	8.7	3.4	0.0	11.8	15.7	12.7	14.3	11.0	24.5	15.4	8.3	17.0	6.0	17.3	10.2	13.1
4-6 years	5.5	5.8	4.9	4.7	5.7	5.7	7.3	6.5	5.2	5.4	17.2	7.9	3.9	6.2	6.5	5.7	4.8	10.3	7.4	2.9	1.9	2.3	6.1	4.0	6.8
7-9 years	3.3	5.0	2.4	2.2	4.6	4.5	5.0	7.1	3.9	4.3	0.0	0.0	2.4	4.7	1.9	5.8	4.2	7.0	5.0	2.9	0.0	1.5	5.7	2.2	3.5
10 years or more	20.5	27.4	7.3	8.8	23.7	33.3	27.4	27.8	23.9	16.3	41.4	18.4	11.8	16.6	20.7	28.8	35.5	35.5	26.0	21.8	11.3	11.3	28.3	19.9	24.9
not applicable	57.3	45.5	68.3	71.2	51.1	41.4	46.9	39.8	52.4	64.1	34.5	73.7	70.1	56.3	57.3	44.4	43.9	21.8	45.4	63.1	67.9	78.9	42.1	62.5	50.6
Authored ... published book in my field																									
3 years or fewer	12.3	12.2	12.2	12.8	10.9	12.5	16.2	7.8	14.1	3.3	3.4	5.3	8.7	11.2	10.5	13.5	14.4	19.8	11.5	9.6	11.3	9.0	15.6	11.7	6.5
4-6 years	3.0	3.5	4.9	2.9	3.4	3.8	2.2	4.5	3.3	1.1	0.0	2.6	3.1	2.8	2.8	4.4	2.5	7.3	2.4	2.3	0.0	2.3	4.2	2.7	2.5
7-9 years	1.8	4.2	2.4	1.1	3.3	3.6	4.5	2.3	3.3	3.3	0.0	2.6	3.1	2.2	2.2	3.8	3.9	4.8	3.4	2.8	1.9	0.8	4.2	2.4	1.5
10 years or more	14.7	19.6	4.9	8.4	18.1	22.2	18.4	19.7	17.2	13.0	37.9	13.2	6.3	13.3	14.9	21.1	24.8	24.5	19.9	15.1	9.4	12.0	21.2	13.9	17.9
not applicable	67.3	58.8	75.6	74.8	63.1	57.2	57.5	65.0	61.2	78.3	58.6	76.3	78.7	70.1	69.3	55.7	53.2	42.8	62.0	69.1	77.4	75.9	53.8	68.2	71.0
Applied ...for research grant...																									
3 years or fewer	15.6	13.6	12.2	15.0	15.2	13.4	10.1	23.0	13.0	13.0	6.9	2.6	10.2	17.6	15.5	11.5	13.8	22.5	16.6	10.3	7.5	7.5	14.7	10.8	18.4
4-6 years	3.0	3.9	2.4	2.9	3.3	3.9	3.4	3.9	3.2	5.4	3.4	5.3	3.9	2.8	3.7	3.9	3.4	7.0	5.0	1.3	1.9	0.0	4.1	1.8	5.0
7-9 years	2.2	3.3	2.4	0.7	3.2	3.2	2.8	2.6	2.8	2.2	3.4	2.6	0.0	3.2	2.8	3.0	2.8	4.8	3.4	1.6	0.0	1.5	3.2	2.4	2.0
10 years or more	13.2	19.2	7.3	5.1	16.7	21.9	19.0	14.9	17.2	14.1	27.6	5.3	4.7	11.0	11.5	21.1	25.1	21.5	18.3	15.8	9.4	7.5	21.7	13.2	13.3
not applicable	64.9	58.8	75.6	75.5	60.9	56.5	64.2	55.0	63.0	65.2	58.6	84.2	81.1	64.9	65.9	59.4	54.1	43.5	56.3	69.8	81.1	82.7	55.6	70.6	61.0

Indicate the number of years it has been since you participated in the following activities.

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Participated in planning ... conference, etc.																									
3 years or fewer	62.1	54.3	46.3	60.6	59.0	57.3	50.3	79.3	53.0	68.5	51.7	57.9	53.5	61.9	66.3	54.5	52.1	67.8	59.8	53.3	50.9	53.4	52.7	55.3	72.5
4-6 years	9.7	8.7	7.3	6.6	10.5	9.7	7.3	7.4	9.6	14.1	3.4	5.3	4.7	6.9	8.4	12.6	9.9	7.5	10.6	10.3	7.5	4.5	10.0	9.6	6.5
7-9 years	5.1	5.8	2.4	1.8	5.7	5.7	11.7	4.2	6.1	2.2	10.3	2.6	3.1	3.2	2.5	9.1	6.2	6.0	6.2	5.6	3.8	3.0	6.7	5.8	4.0
10 years or more	5.9	9.8	4.9	2.9	6.7	11.8	10.6	2.9	9.1	4.3	13.8	5.3	5.5	5.4	5.0	8.5	13.5	8.3	9.4	7.6	9.4	2.3	11.8	6.1	3.3
not applicable	16.7	20.2	39.0	28.1	17.6	14.5	20.1	6.1	21.6	10.9	20.7	28.9	33.1	22.2	17.0	14.8	18.0	10.0	13.5	22.5	28.3	36.8	18.4	22.0	13.6
Participated in colloquy...																									
3 years or fewer	48.8	43.7	39.0	39.8	46.8	49.8	41.3	62.5	43.4	42.4	37.9	31.6	35.4	45.6	48.6	47.9	43.7	57.5	49.5	40.8	41.5	35.3	47.8	39.9	54.2
4-6 years	6.5	7.8	2.4	5.5	7.5	9.1	5.6	8.1	7.6	4.3	3.4	5.3	3.1	6.2	6.2	9.1	9.3	8.8	9.1	6.6	1.9	3.8	9.2	6.9	4.0
7-9 years	3.3	4.7	2.4	2.6	4.7	3.9	5.0	2.6	4.3	4.3	6.9	7.9	0.8	3.2	3.4	4.4	7.0	4.8	3.9	4.5	0.0	3.8	5.2	3.7	3.3
10 years or more	7.3	10.9	4.9	4.7	8.7	12.0	11.2	6.5	9.6	9.8	27.6	2.6	3.9	6.9	7.4	11.0	13.2	9.0	9.8	10.4	9.4	4.5	10.1	8.5	9.1
not applicable	32.9	31.5	51.2	47.1	31.4	24.2	35.2	19.1	34.2	39.1	24.1	52.6	55.1	37.8	34.1	26.6	25.6	19.0	26.7	36.9	47.2	52.6	26.7	40.3	28.2
Served on a prof. committee outside the college																									
3 years or fewer	52.0	47.8	24.4	46.7	52.0	52.0	38.0	77.7	43.8	57.6	34.5	52.6	38.6	53.1	54.2	48.7	45.6	58.8	53.6	44.4	62.3	36.8	40.1	51.3	65.2
4-6 years	8.9	8.1	4.9	7.3	8.5	9.5	8.4	5.2	9.2	8.7	10.3	5.3	4.7	5.2	8.4	10.9	10.4	7.8	9.8	8.2	5.7	9.0	9.3	9.4	4.8
7-9 years	3.8	4.6	2.4	2.9	3.6	4.7	6.7	3.2	4.5	1.1	3.4	0.0	1.6	3.2	3.7	5.2	4.8	3.8	5.0	3.6	5.7	0.8	5.3	3.3	3.0
10 years or more	7.9	12.5	4.9	3.6	9.3	14.9	16.2	6.1	11.3	9.8	17.2	7.9	3.9	7.3	7.1	12.1	17.5	10.3	11.3	11.4	7.5	7.5	14.0	9.1	7.6
not applicable	27.1	25.3	63.4	39.4	26.0	17.6	30.2	7.4	30.5	20.7	31.0	34.2	50.4	30.8	26.6	22.0	20.6	19.0	19.5	31.6	18.9	45.9	30.7	26.2	18.1

Will you pursue professional development in the upcoming year?

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Yes	89.8	82.6	85.4	91.6	88.7	83.3	73.7	90.6	85.0	88.0	86.2	92.1	88.2	89.9	88.5	86.0	78.3	88.3	86.8	83.2	92.5	90.2	82.7	88.9	88.9
No	8.1	14.6	12.2	7.7	9.5	14.5	22.9	7.8	12.8	9.8	13.8	7.9	10.2	8.0	9.3	12.3	19.7	10.0	11.3	14.6	5.7	9.0	15.0	9.6	9.8

Indicate the importance to you of the following professional goals.

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Become more effective at my job																									
Unimportant	0.3	0.8	0.0	0.4	0.7	0.5	1.1	1.0	0.6	0.0	0.0	0.0	0.0	0.9	0.9	0.3	0.6	1.0	0.0	0.8	0.0	0.8	0.9	0.3	0.8
Somewhat unimportant	0.2	0.5	2.4	0.4	0.2	0.2	1.1	1.0	0.3	0.0	0.0	0.0	0.8	0.6	0.0	0.5	0.3	0.8	0.7	0.1	0.0	0.0	0.6	0.1	0.5
Somewhat important	2.7	4.3	0.0	2.9	3.1	3.2	7.8	3.2	3.4	3.3	6.9	7.9	2.4	3.2	1.9	3.8	5.4	4.3	3.4	3.2	5.7	1.5	3.6	3.3	2.8
Important	96.6	93.0	97.6	96.0	95.8	95.5	87.7	94.5	95.2	96.7	93.1	89.5	96.1	95.0	97.2	95.1	92.4	93.3	95.4	95.6	94.3	96.2	94.2	96.0	95.5
Not a goal	0.2	0.4	0.0	0.0	0.2	0.2	2.2	0.3	0.3	0.0	0.0	2.6	0.8	0.2	0.0	0.2	1.1	0.5	0.5	0.1	0.0	0.8	0.5	0.1	0.5
Become more knowledgeable in my field																									
Unimportant	0.3	0.7	2.4	0.4	0.5	0.4	1.1	1.0	0.5	0.0	0.0	0.0	0.8	0.7	0.3	0.5	0.6	1.0	0.2	0.5	0.0	0.8	0.7	0.3	0.8
Somewhat unimportant	0.4	0.8	0.0	0.4	0.4	1.3	0.0	1.0	0.6	0.0	0.0	0.0	0.8	0.4	0.6	0.6	0.8	1.5	0.3	0.4	1.9	0.0	0.6	0.4	0.8
Somewhat important	5.2	7.4	2.4	4.7	6.4	6.8	10.1	6.8	6.6	4.3	6.9	7.9	4.7	6.0	4.3	6.5	10.1	6.3	5.5	8.7	3.8	3.0	8.2	5.5	5.8
Important	93.7	89.1	92.7	93.4	92.2	90.7	86.0	90.0	91.4	95.7	93.1	92.1	92.1	92.5	94.4	91.7	86.5	90.5	93.2	89.6	94.3	94.7	89.5	93.4	91.4
Not a goal	0.2	0.5	0.0	0.4	0.0	0.4	2.2	0.6	0.3	0.0	0.0	0.0	0.8	0.2	0.3	0.2	0.8	0.5	0.3	0.4	0.0	0.0	0.2	0.1	0.8
Obtain a higher degree																									
Unimportant	9.2	13.4	2.4	4.7	10.9	13.8	17.9	11.3	11.5	6.5	24.1	13.2	5.5	6.4	10.8	13.5	18.3	7.5	13.4	12.8	13.2	6.8	11.4	12.3	10.3
Somewhat unimportant	8.7	9.4	9.8	8.8	11.6	6.8	6.7	5.8	9.7	12.0	10.3	10.5	9.4	8.2	9.3	9.8	10.1	1.3	11.1	12.4	3.8	9.8	9.2	10.3	7.6
Somewhat important	19.3	15.5	14.6	26.3	19.0	12.9	9.5	13.6	17.4	20.7	27.6	18.4	21.3	20.0	18.3	17.2	10.4	1.5	17.0	24.1	22.6	25.6	13.4	22.2	18.1
Important	31.1	17.2	65.9	46.4	25.2	11.6	6.1	22.0	23.4	27.2	3.4	39.5	43.3	36.8	26.3	15.4	8.2	3.0	28.6	24.6	34.0	46.6	20.7	25.8	25.4
Not a goal	31.4	43.5	7.3	13.1	33.2	54.1	59.8	47.2	37.6	33.7	34.5	18.4	20.5	28.4	34.7	43.8	53.0	86.0	30.0	25.8	26.4	10.5	44.8	29.2	38.5
Obtain higher rank																									
Unimportant	5.6	10.3	4.9	2.9	7.5	9.7	13.4	7.8	8.3	4.3	13.8	7.9	3.1	5.0	6.8	9.4	13.5	5.8	9.9	7.4	7.5	9.8	8.2	8.2	7.3
Somewhat unimportant	7.3	8.0	7.3	5.1	9.0	6.6	8.9	6.5	7.5	8.7	20.7	13.2	10.2	6.4	7.7	7.6	8.5	1.8	8.6	10.0	1.9	10.5	6.1	9.6	7.3
Somewhat important	21.0	18.5	7.3	24.1	23.1	17.2	11.7	18.8	19.7	23.9	27.6	26.3	26.8	23.2	19.8	19.2	14.9	6.0	20.0	26.1	37.7	21.8	18.9	20.5	22.7
Important	43.8	28.6	73.2	60.9	36.2	23.8	19.0	32.7	35.7	41.3	13.8	42.1	48.0	53.3	41.8	25.7	14.6	21.3	36.5	40.1	35.8	45.9	33.2	39.0	34.0
Not a goal	22.0	33.5	7.3	6.9	23.8	42.3	46.9	34.0	28.4	21.7	24.1	10.5	11.0	12.0	23.8	37.5	48.5	65.0	24.8	16.0	17.0	12.0	33.3	22.5	28.5

Indicate the importance to you of the following professional goals.

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Obtain an administrative position																									
Unimportant	16.2	18.7	19.5	14.6	17.4	18.1	17.9	2.9	20.5	13.0	20.7	13.2	8.7	13.8	17.3	18.9	22.8	7.5	20.7	18.9	13.2	24.1	21.2	19.5	8.6
Somewhat unimportant	7.0	5.6	12.2	10.9	5.5	6.1	2.8	1.9	7.2	6.5	0.0	7.9	11.0	7.3	8.0	5.4	3.4	4.5	6.3	7.2	7.5	5.3	5.7	7.6	4.5
Somewhat important	9.4	7.3	9.8	11.3	9.1	6.5	4.5	1.0	8.8	17.4	13.8	13.2	9.4	10.1	8.0	7.7	4.8	7.0	10.3	7.6	7.5	6.0	7.5	9.7	6.3
Important	7.0	5.9	12.2	9.5	6.3	5.7	2.8	7.1	5.5	16.3	6.9	13.2	9.4	8.4	7.4	5.7	3.1	7.5	6.2	6.1	5.7	7.5	5.0	6.9	8.3
Not a goal	56.9	59.4	43.9	49.3	59.0	61.1	68.7	72.5	57.4	44.6	51.7	50.0	57.5	56.3	55.7	60.6	63.4	68.3	54.5	57.5	66.0	54.1	59.4	55.3	63.7
Obtain a position at a four-year college																									
Unimportant	17.7	19.2	19.5	17.9	17.4	19.4	19.0	11.0	19.6	18.5	20.7	18.4	13.4	14.6	16.4	20.9	22.8	9.0	21.4	19.7	13.2	23.3	18.8	19.6	15.9
Somewhat unimportant	10.2	8.2	19.5	14.2	10.3	6.1	2.2	6.8	9.7	7.6	3.4	7.9	11.0	13.3	11.5	6.8	3.7	6.0	9.8	10.4	13.2	7.5	9.2	9.7	7.3
Somewhat important	9.6	9.8	12.2	14.2	10.9	7.9	5.6	9.4	10.2	7.6	10.3	7.9	10.2	13.8	12.1	7.9	5.6	11.8	9.1	9.8	9.4	9.0	11.3	9.4	8.1
Important	6.3	6.5	14.6	9.5	6.0	5.0	5.0	4.2	6.9	7.6	3.4	5.3	5.5	9.3	6.2	5.5	4.2	9.8	7.2	5.5	1.9	3.0	7.8	5.4	5.0
Not a goal	56.0	55.2	34.1	43.8	55.2	61.3	67.6	68.6	53.2	58.7	62.1	57.9	59.8	49.0	53.9	58.4	63.4	63.0	52.6	54.1	62.3	57.1	52.4	55.6	63.5
Obtain a position in a non-academic setting																									
Unimportant	19.9	20.0	29.3	23.0	19.5	19.0	16.2	10.7	21.6	18.5	17.2	18.4	18.9	19.8	16.7	19.8	22.5	10.0	23.1	21.4	11.3	24.8	22.0	19.9	14.6
Somewhat unimportant	7.1	7.2	14.6	8.8	8.5	4.8	3.4	8.1	7.2	3.3	3.4	15.8	6.3	7.9	8.0	7.6	4.8	5.8	6.5	8.4	5.7	9.0	6.3	8.2	6.8
Somewhat important	7.0	6.6	7.3	9.1	6.9	5.7	6.1	5.5	7.2	5.4	10.3	0.0	5.5	7.1	11.5	5.7	4.2	4.8	6.2	7.5	11.3	10.5	5.4	9.1	6.0
Important	3.5	3.4	9.8	5.1	3.1	2.7	5.6	4.2	3.2	5.4	0.0	10.5	1.6	4.5	5.0	3.1	2.5	4.0	3.3	3.3	7.5	5.3	2.7	3.4	5.3
Not a goal	62.0	61.4	39.0	52.6	61.7	67.4	67.6	71.2	60.1	67.4	69.0	55.3	67.7	59.6	58.8	63.5	65.4	75.0	60.4	58.7	64.2	50.4	63.0	58.9	66.2
Obtain a full-time teaching position																									
Unimportant	4.8	5.8	7.3	4.0	4.0	6.3	8.4	6.1	4.7	10.9	3.4	7.9	3.9	5.6	5.0	6.0	3.9	3.5	5.8	5.2	3.8	4.5	4.2	5.1	6.8
Somewhat unimportant	1.0	1.3	2.4	0.7	1.2	0.9	1.7	1.3	1.1	3.3	0.0	0.0	1.6	1.7	0.6	0.9	1.1	0.5	1.0	1.5	0.0	0.8	1.0	1.3	1.3
Somewhat important	2.8	2.0	2.4	2.9	2.3	2.0	3.4	1.6	2.3	2.2	3.4	7.9	2.4	4.3	3.7	1.3	0.3	1.8	1.2	2.7	3.8	5.3	1.9	1.9	3.5
Important	8.6	5.3	19.5	11.7	6.3	5.4	5.6	1.6	8.0	2.2	3.4	18.4	14.2	15.7	7.1	1.6	0.8	4.8	6.5	7.1	15.1	12.0	8.8	5.7	5.0
Not a goal	64.6	70.4	46.3	61.3	69.6	69.9	70.4	76.4	66.0	78.3	72.4	63.2	60.6	58.1	69.3	72.9	75.5	76.8	68.2	65.9	60.4	63.2	66.3	68.7	73.3

How likely is it that you will actually pursue each of the following if given the opportunity?

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
University credit courses																									
Unlikely	12.5	24.7	2.4	6.9	15.8	24.9	38.5	25.2	18.7	12.0	20.7	5.3	5.5	12.1	15.8	23.1	31.0	38.3	16.3	12.6	20.8	10.5	20.3	17.2	18.9
Somewhat unlikely	6.4	11.0	0.0	5.5	9.3	10.0	14.0	11.7	8.4	13.0	17.2	5.3	6.3	6.2	8.4	10.4	13.2	10.0	12.2	7.8	11.3	2.3	10.1	7.0	10.6
Somewhat likely	16.9	18.4	12.2	13.5	19.1	18.8	15.6	16.5	17.3	18.5	34.5	26.3	11.8	12.9	19.5	20.2	20.0	14.5	18.0	19.4	15.1	16.5	17.7	17.4	18.4
Likely	59.9	39.2	78.0	71.5	51.6	38.9	22.9	41.4	50.1	53.3	27.6	55.3	72.4	62.8	52.9	40.3	30.1	23.3	50.3	57.5	47.2	69.9	44.9	54.7	47.4
Does not apply	3.5	5.2	4.9	2.2	3.4	6.5	7.8	3.9	4.7	3.3	0.0	7.9	3.1	5.0	2.8	5.4	4.5	13.8	1.9	2.1	3.8	0.8	6.1	2.7	4.3
Non-credit courses																									
Unlikely	18.4	22.9	22.0	19.0	20.4	21.5	27.4	17.5	22.3	14.1	13.8	18.4	15.0	21.5	20.1	19.8	25.9	23.8	20.9	20.2	17.0	21.1	27.4	15.6	18.4
Somewhat unlikely	12.7	14.8	7.3	15.3	15.0	13.3	11.7	15.9	13.4	16.3	20.7	15.8	15.0	12.5	15.2	15.4	12.1	16.0	14.0	13.9	11.3	10.5	15.7	12.3	13.9
Somewhat likely	25.6	23.8	22.0	27.4	25.6	24.0	21.2	22.7	25.1	23.9	27.6	31.6	24.4	22.6	27.2	25.7	24.5	19.3	25.7	26.3	24.5	25.6	23.3	26.7	25.4
Likely	40.2	32.8	46.3	34.7	35.1	36.7	34.1	39.8	34.9	42.4	37.9	26.3	40.9	39.3	34.1	34.2	33.8	34.3	35.8	36.5	41.5	37.6	28.2	42.4	38.3
Does not apply	2.3	4.0	2.4	3.3	3.0	3.8	3.9	2.3	3.6	2.2	0.0	7.9	3.9	3.7	2.5	3.8	2.3	5.5	2.4	2.5	3.8	5.3	4.5	2.5	2.5
Professional conferences																									
Unlikely	1.8	3.6	2.4	2.9	2.4	1.6	7.3	1.3	3.0	0.0	0.0	5.3	3.1	2.6	2.2	2.0	4.2	1.5	1.7	3.6	1.9	6.0	3.1	2.7	1.8
Somewhat unlikely	2.5	4.1	0.0	2.6	4.6	2.0	5.0	0.6	4.0	2.2	0.0	13.2	1.6	3.0	2.8	4.7	3.7	3.8	3.1	3.1	3.8	3.0	4.1	2.8	2.0
Somewhat likely	10.7	16.8	26.8	19.0	13.2	12.7	15.1	9.4	15.4	9.8	17.2	15.8	11.0	16.8	15.5	12.8	13.0	11.0	14.6	14.3	15.1	20.3	15.5	14.5	11.6
Likely	84.2	73.5	70.7	75.2	78.9	82.4	69.8	87.7	76.5	88.0	82.8	63.2	84.3	76.4	78.6	79.2	78.0	83.0	80.3	77.7	77.4	68.4	76.1	78.7	84.4
Does not apply	0.4	0.9	0.0	0.4	0.3	1.1	2.2	0.3	0.8	0.0	0.0	2.6	0.0	0.6	0.9	0.9	0.6	0.3	0.3	0.9	0.0	1.5	0.9	0.9	0.0
College-sponsored presentations...																									
Unlikely	4.0	6.1	0.0	5.1	4.7	4.7	8.9	2.3	5.9	1.1	10.3	5.3	5.5	3.0	5.0	5.7	7.0	5.0	4.8	6.0	1.9	5.3	6.3	4.3	3.5
Somewhat unlikely	3.4	6.8	7.3	6.2	5.8	4.3	4.5	2.3	6.1	5.4	0.0	2.6	2.4	5.2	4.3	5.7	6.8	4.0	5.3	6.0	3.8	6.8	5.9	5.7	3.5
Somewhat likely	15.5	21.6	22.0	21.9	18.4	18.6	19.6	11.0	21.4	8.7	13.8	18.4	15.0	18.7	19.8	20.9	18.3	18.3	17.5	19.0	30.2	23.3	19.8	21.4	14.1
Likely	75.4	62.0	70.7	65.3	69.2	70.1	62.6	80.6	64.8	82.6	75.9	71.1	74.8	70.7	69.0	65.4	65.9	70.5	70.7	67.1	56.6	62.4	65.8	66.4	76.6
Does not apply	1.0	1.8	0.0	1.1	0.8	2.2	2.8	1.6	1.4	1.1	0.0	0.0	1.6	0.9	1.5	1.9	1.1	1.3	0.7	1.3	3.8	2.3	1.2	1.5	1.0

How likely is it that you will actually pursue each of the following if given the opportunity?

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Internship or exchange in business/industry																									
Unlikely	30.8	36.5	34.1	28.1	31.9	36.4	45.8	37.9	33.9	26.1	44.8	23.7	33.1	29.3	32.5	35.7	42.5	38.8	33.2	36.2	24.5	22.6	39.2	26.7	36.3
Somewhat unlikely	13.3	14.0	17.1	12.4	15.2	13.1	11.7	12.9	13.9	18.5	10.3	13.2	13.4	14.2	13.0	13.1	15.5	13.0	14.9	14.2	17.0	8.3	13.9	12.6	16.9
Somewhat likely	13.9	14.2	12.2	16.4	15.3	12.0	12.3	11.0	14.6	14.1	10.3	23.7	13.4	15.1	13.6	15.1	11.0	13.0	14.2	13.6	13.2	19.5	11.9	18.7	11.6
Likely	23.6	20.0	24.4	27.4	21.4	20.8	14.5	20.1	22.3	18.5	10.3	13.2	20.5	20.4	28.8	20.8	17.2	17.5	21.9	21.5	22.6	28.6	16.6	29.5	17.6
Does not apply	18.1	13.8	9.8	15.7	15.5	16.8	15.1	17.5	14.7	20.7	24.1	26.3	19.7	20.2	12.1	14.8	12.7	16.5	15.2	14.0	20.8	21.1	17.5	12.3	16.6
Academic exchange																									
Unlikely	36.2	38.7	34.1	36.5	36.8	37.6	43.6	35.9	38.4	26.1	37.9	44.7	33.1	33.3	37.8	39.5	43.4	33.3	36.6	39.7	35.8	39.1	37.5	39.0	35.8
Somewhat unlikely	17.4	18.0	22.0	17.5	17.4	18.1	16.8	15.5	18.4	19.6	17.2	10.5	22.8	17.2	15.2	17.8	18.9	16.8	15.8	18.7	22.6	21.8	17.2	19.5	16.4
Somewhat likely	16.9	15.3	9.8	15.3	18.7	15.4	9.5	12.9	17.0	15.2	17.2	15.8	12.6	17.2	15.8	17.8	14.1	19.3	18.2	14.7	18.9	8.3	17.1	15.6	15.4
Likely	20.0	17.8	26.8	20.8	17.6	20.4	14.5	21.4	18.2	23.9	17.2	2.6	22.0	20.4	21.7	16.7	14.6	22.8	21.9	16.4	7.5	12.8	21.2	15.6	18.4
Does not apply	9.0	8.8	7.3	9.1	9.2	7.7	12.8	12.9	7.4	14.1	10.3	26.3	9.4	11.4	9.0	7.6	7.6	7.3	6.8	9.6	13.2	18.0	6.7	9.9	12.3
Research and scholarship																									
Unlikely	21.8	25.7	19.5	19.7	23.5	24.0	33.5	25.2	23.6	22.8	31.0	28.9	21.3	16.4	25.4	27.7	28.5	14.0	20.4	29.9	28.3	31.6	17.2	31.0	26.2
Somewhat unlikely	20.6	20.6	22.0	23.0	21.2	20.8	16.8	17.5	21.2	21.7	27.6	26.3	15.7	20.4	21.1	22.5	20.0	14.8	20.0	24.5	20.8	24.8	19.4	23.8	18.6
Somewhat likely	21.5	20.2	17.1	19.7	20.3	21.7	19.6	19.4	20.8	26.1	20.7	5.3	24.4	22.2	18.6	20.2	20.0	21.0	24.5	18.6	18.9	15.0	20.8	19.3	21.2
Likely	29.5	26.4	36.6	32.5	28.3	27.6	18.4	26.5	29.3	19.6	13.8	18.4	31.5	32.5	28.8	23.8	25.6	46.5	29.5	20.2	17.0	16.5	37.6	18.7	24.4
Does not apply	6.2	5.8	4.9	4.4	5.9	5.9	10.6	9.7	4.7	9.8	6.9	21.1	6.3	7.3	6.2	5.5	5.4	3.3	5.0	6.3	13.2	12.0	4.2	6.7	9.1
Formal colloquia or symposia with colleagues																									
Unlikely	15.3	22.2	24.4	19.7	19.2	15.2	27.9	12.3	20.5	20.7	20.7	21.1	17.3	15.7	18.3	20.9	22.8	12.3	16.4	22.3	26.4	26.3	16.6	23.5	14.9
Somewhat unlikely	18.5	19.5	19.5	23.0	19.6	17.9	15.6	17.2	19.2	17.4	27.6	28.9	15.7	20.4	20.7	17.8	19.2	11.5	18.8	22.7	15.1	27.8	15.2	24.1	19.4
Somewhat likely	29.2	26.5	24.4	25.9	29.6	29.9	17.9	26.9	28.6	29.3	20.7	18.4	30.7	28.0	27.2	29.1	25.9	31.3	28.6	27.0	28.3	22.6	30.9	25.6	26.7
Likely	31.8	24.8	24.4	27.0	25.8	32.3	25.7	35.6	26.6	22.8	27.6	21.1	26.8	28.0	28.8	26.9	27.3	40.8	31.8	21.9	15.1	12.8	32.9	19.9	31.7
Does not apply	4.8	5.5	7.3	4.0	4.7	4.3	11.7	6.1	4.7	8.7	3.4	10.5	7.9	7.3	4.6	4.4	3.7	2.8	3.6	5.5	13.2	10.5	3.5	6.6	6.3

How likely is it that you will actually pursue each of the following if given the opportunity?

	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
ALL RESPONDENTS	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Summer institutes, workshops, etc.																									
Unlikely	10.7	17.3	9.8	12.4	14.0	13.1	27.4	12.6	14.9	9.8	13.8	23.7	6.3	11.6	14.6	16.2	19.7	14.0	14.9	14.6	11.3	14.3	16.2	13.5	12.8
Somewhat unlikely	9.6	14.2	12.2	10.2	13.1	12.2	11.7	12.6	11.9	17.4	17.2	13.2	12.6	12.0	10.2	13.2	12.7	12.5	11.1	12.8	11.3	14.3	11.5	12.6	14.1
Somewhat likely	26.7	25.1	26.8	29.6	27.2	25.3	17.9	25.2	25.7	31.5	37.9	26.3	26.8	26.5	28.5	26.6	23.1	23.3	26.7	27.4	28.3	27.8	24.5	26.1	29.2
Likely	48.2	36.1	41.5	44.2	40.4	43.7	33.0	42.1	42.4	34.8	24.1	21.1	46.5	43.6	41.8	39.1	38.0	44.5	42.8	40.4	35.8	37.6	43.3	41.2	37.8
Does not apply	3.3	5.0	4.9	3.6	3.7	4.3	8.4	4.9	3.7	6.5	6.9	15.8	5.5	5.2	4.6	3.5	3.7	4.5	2.1	3.9	13.2	6.0	3.0	4.9	5.3

When you decide not to participate in a prof. development ... which of the following tends to be the single greatest factor influencing that decision?

	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
ALL RESPONDENTS	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Lack of interest	7.5	10.6	7.3	9.9	8.6	10.4	10.1	11.3	8.6	14.1	10.3	13.2	10.2	7.5	10.2	9.0	11.8	10.8	9.1	10.0	5.7	8.3	9.8	8.7	10.1
Inconvenient due to personal circumstances	12.1	7.8	4.9	10.9	11.0	7.5	10.1	3.9	11.2	9.8	0.0	15.8	11.8	12.0	8.4	9.8	7.3	7.8	8.0	12.6	11.3	8.3	12.1	7.9	9.6
Lack of money	28.0	27.4	29.3	31.8	28.3	30.1	16.2	28.8	27.4	34.8	34.5	23.7	21.3	26.5	28.2	31.3	27.0	30.3	31.0	27.5	22.6	19.5	29.0	27.6	29.2
Lack of time	43.9	42.7	48.8	38.3	43.9	42.3	50.8	49.2	42.9	34.8	55.2	34.2	44.9	44.5	43.7	41.9	44.5	43.5	42.8	40.4	54.7	54.1	39.6	46.5	44.6
Other	5.3	5.8	4.9	4.7	5.5	5.6	7.3	3.6	6.2	1.1	0.0	13.2	7.9	6.4	5.6	4.3	5.6	5.0	5.3	5.3	1.9	7.5	5.7	6.3	4.0

Please rate the effectiveness of each of the following for keeping you up-to-date with new developments in your field ....

	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
ALL RESPONDENTS	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
University credit courses																									
Ineffective	6.86	12.8	7.3	6.2	8.4	13.1	15.1	15.5	9	6.5	10.3	10.5	7.1	8.2	8.4	11.2	13.2	14.3	7.5	8.7	15.1	8.3	7.7	11.7	11.8
Somewhat ineffective	7.19	10.4	2.4	4.7	11	9	7.8	7.4	9.3	13	10.3	7.9	3.9	6.4	9.3	11.5	10.7	9.5	8.6	9.5	7.5	11.3	8.5	10.3	9.3
Somewhat effective	30.1	29.8	34.1	31	29.3	31.4	27.4	36.2	28.9	29.3	24.1	18.4	30.7	28.2	29.1	28.7	34.6	24.8	35.4	29.1	30.2	30.8	28.5	31	30
Effective	43.1	27.2	41.5	43.1	36.1	30.8	25.1	26.2	36.1	41.3	24.1	42.1	42.5	41.9	34.7	32.1	26.8	25.8	38.9	37.2	28.3	36.1	36.3	34.9	32.7
Have not pursued	11.5	17.3	14.6	13.1	14.1	14.5	22.9	12.6	15.5	8.7	31	21.1	14.2	13.8	17.6	15.3	13.8	24	8.2	14.4	17	13.5	17.7	11.1	15.1

Please rate the effectiveness of each of the following for keeping you up-to-date with new developments in your field ....

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg	BA/S	Trans	O/T	N/A
Non-credit courses																									
Ineffective	6.8	10.2	7.3	5.8	8.5	8.2	13.4	8.4	8.9	4.3	3.4	5.3	4.7	9.0	7.4	9.4	9.0	10.0	8.2	7.5	9.4	6.0	11.9	6.3	6.8
Somewhat ineffective	7.0	10.3	4.9	7.3	9.5	10.2	4.5	10.7	8.8	5.4	0.0	7.9	4.7	6.2	11.1	9.0	10.7	7.8	9.2	9.5	7.5	8.3	9.8	7.9	8.8
Somewhat effective	36.1	34.0	31.7	35.4	37.2	33.0	33.5	39.5	33.6	43.5	31.0	39.5	36.2	35.9	31.3	36.1	36.1	31.8	37.3	34.5	43.4	35.3	30.0	39.0	39.3
Effective	29.4	21.6	14.6	25.5	24.5	26.9	23.5	23.6	25.1	27.2	37.9	23.7	29.1	23.6	25.7	25.4	25.9	22.8	26.5	26.1	22.6	27.1	19.9	30.7	24.9
Have not pursued	20.2	21.4	41.5	25.9	19.6	20.3	21.8	15.9	22.6	17.4	24.1	23.7	24.4	24.3	22.9	19.4	17.5	26.3	17.8	21.5	17.0	22.6	27.6	15.4	18.1
Professional conferences																									
Ineffective	1.7	2.0	4.9	1.1	2.1	1.4	2.8	1.0	2.1	0.0	0.0	2.6	2.4	0.9	2.2	1.6	3.4	1.3	1.4	2.3	3.8	2.3	3.1	1.5	0.5
Somewhat ineffective	2.3	5.0	4.9	5.3	3.8	2.5	5.6	1.6	4.3	1.1	3.4	0.0	1.6	4.3	1.9	4.7	2.8	2.8	3.8	4.3	1.9	3.8	4.6	3.0	3.3
Somewhat effective	20.5	26.5	17.1	23.0	25.2	23.8	25.1	18.1	25.5	20.7	27.6	31.6	22.8	20.2	27.2	24.6	27.3	21.0	26.4	23.7	18.9	28.6	26.1	25.0	20.2
Effective	72.1	61.8	56.1	67.9	65.6	70.3	60.9	78.0	64.0	75.0	69.0	57.9	63.8	68.8	66.3	66.8	64.8	72.5	67.0	65.1	73.6	55.6	61.6	67.9	73.6
Have not pursued	2.8	3.1	17.1	4.0	2.6	1.3	5.0	0.6	3.6	1.1	0.0	7.9	8.7	4.7	2.2	1.9	1.1	2.0	1.0	3.7	1.9	9.0	3.7	2.4	1.3
On-campus presentations																									
Ineffective	7.0	9.1	7.3	8.8	8.1	7.7	10.1	4.2	9.4	4.3	6.9	0.0	4.7	5.8	7.4	9.3	11.8	8.0	8.7	8.0	3.8	8.3	9.7	8.7	3.3
Somewhat ineffective	11.4	16.1	4.9	14.6	13.2	14.9	14.5	10.0	15.0	8.7	13.8	15.8	11.8	10.7	15.2	15.0	16.9	13.8	15.6	13.4	18.9	10.5	15.5	15.4	9.6
Somewhat effective	41.8	39.0	43.9	39.1	42.2	42.8	31.3	45.6	39.8	38.0	37.9	47.4	36.2	42.4	41.2	40.0	40.6	41.3	40.8	40.8	41.5	43.6	38.4	42.1	44.1
Effective	33.7	27.4	31.7	26.3	30.5	29.6	35.8	37.9	27.6	45.7	37.9	31.6	31.5	32.3	30.0	30.9	25.9	32.8	30.1	30.1	22.6	24.8	28.0	27.7	37.8
Have not pursued	5.5	6.6	12.2	10.6	5.4	4.5	7.8	1.6	7.5	3.3	0.0	5.3	15.0	7.9	6.2	4.3	4.5	3.8	4.3	6.8	13.2	12.8	7.5	5.7	4.8
Internships or exchanges																									
Ineffective	4.1	6.1	2.4	3.3	5.7	4.7	7.8	5.5	4.9	8.7	6.9	2.6	3.9	4.9	5.3	4.9	6.8	4.5	6.3	4.8	9.4	4.5	5.4	4.0	5.8
Somewhat ineffective	3.4	5.2	2.4	2.9	3.8	5.4	6.1	3.9	4.4	6.5	3.4	0.0	3.9	3.7	2.5	4.6	7.0	5.5	4.6	4.4	1.9	1.5	5.2	4.0	3.5
Somewhat effective	9.4	14.8	12.2	12.4	12.5	13.1	10.6	11.0	12.9	13.0	3.4	13.2	12.6	11.4	13.9	12.0	13.2	13.3	12.7	11.8	13.2	12.8	12.4	13.5	10.8
Effective	23.0	23.0	22.0	23.7	23.7	22.2	21.2	22.7	23.6	17.4	6.9	23.7	18.9	23.7	24.8	24.9	18.3	20.5	24.0	21.3	24.5	30.1	16.3	33.3	19.1
Have not pursued	59.1	48.5	61.0	56.2	53.1	53.4	53.6	55.0	53.2	54.3	72.4	60.5	59.1	55.3	52.0	52.8	53.8	55.3	51.5	56.7	47.2	49.6	59.4	44.2	59.4

Please rate the effectiveness of each of the following for keeping you up-to-date with new developments in your field ....

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Research and scholarship																									
Ineffective	4.7	6.2	4.9	5.1	5.5	5.2	7.8	7.8	5.0	7.6	3.4	5.3	3.9	4.3	6.5	6.0	6.8	3.5	4.1	7.6	7.5	6.0	3.6	6.9	6.8
Somewhat ineffective	4.9	9.3	0.0	4.7	7.8	8.6	5.6	9.1	6.8	9.8	3.4	5.3	3.1	7.1	7.7	7.4	8.2	7.3	7.5	6.7	9.4	8.3	5.9	9.4	5.3
Somewhat effective	18.7	23.0	22.0	23.0	21.3	21.3	17.3	21.7	21.1	18.5	24.1	21.1	25.2	21.5	18.0	21.7	21.4	21.0	23.1	20.7	24.5	15.8	20.0	23.4	19.9
Effective	33.3	31.8	39.0	29.9	34.1	33.2	27.9	28.5	34.9	26.1	17.2	13.2	29.1	36.4	30.0	30.7	34.6	50.3	39.4	23.3	18.9	13.5	44.7	21.1	28.5
Have not pursued	37.6	27.9	34.1	36.9	30.5	30.6	40.8	30.7	31.6	38.0	51.7	52.6	37.8	29.9	37.2	33.2	28.5	17.3	24.7	41.3	39.6	55.6	24.9	38.7	38.0
Site visits																									
Ineffective	2.4	3.4	4.9	1.5	3.5	2.7	3.9	1.0	3.4	0.0	3.4	5.3	2.4	2.4	3.4	2.4	5.1	2.3	3.3	3.5	3.8	0.8	4.3	2.2	1.8
Somewhat ineffective	5.5	7.4	4.9	5.8	6.8	6.5	7.8	2.9	7.5	6.5	6.9	5.3	3.1	6.2	6.5	7.7	6.8	3.8	8.7	6.3	3.8	7.5	7.4	7.0	3.0
Somewhat effective	26.4	32.8	17.1	29.6	32.6	30.6	21.8	32.7	29.5	41.3	13.8	28.9	19.7	27.7	30.0	32.4	34.9	29.3	33.7	29.1	34.0	30.1	28.3	32.1	31.5
Effective	35.3	35.2	22.0	29.6	32.3	40.3	41.9	54.4	30.7	29.3	62.1	34.2	40.2	35.5	36.5	32.9	33.2	39.3	32.7	32.8	32.1	39.8	25.6	40.9	45.1
Have not pursued	29.4	19.3	48.8	32.1	24.3	18.8	23.5	7.8	27.9	22.8	13.8	26.3	33.1	26.9	23.2	23.8	19.4	24.8	20.9	27.3	26.4	21.1	33.0	17.2	17.9
Formal colloquia or symposia																									
Ineffective	3.9	4.7	7.3	4.7	4.5	2.5	7.8	3.2	4.5	6.5	3.4	2.6	3.1	3.2	3.7	5.8	4.5	3.3	3.4	4.0	11.3	8.3	3.3	6.0	3.0
Somewhat ineffective	6.4	11.1	4.9	8.8	8.9	9.5	9.5	8.4	9.1	7.6	0.0	10.5	5.5	7.1	10.8	9.8	10.4	6.5	10.1	8.8	9.4	13.5	7.2	11.7	8.6
Somewhat effective	29.4	34.1	19.5	25.2	34.2	35.5	25.7	31.1	32.7	30.4	31.0	26.3	25.2	28.4	34.1	33.4	36.1	32.5	35.8	30.7	32.1	24.1	36.1	31.6	27.5
Effective	32.7	24.9	17.1	27.7	27.5	32.4	26.8	37.2	26.8	27.2	37.9	23.7	29.9	29.7	26.0	28.3	29.3	41.8	29.3	25.0	17.0	12.8	29.7	22.9	35.8
Have not pursued	26.6	22.8	51.2	33.6	23.9	18.6	26.8	18.8	25.5	28.3	24.1	36.8	35.4	30.8	23.8	21.9	17.7	15.3	19.7	30.6	28.3	40.6	21.8	27.3	24.7
Informal conversations with colleagues																									
Ineffective	1.8	2.8	2.4	2.2	2.6	1.6	2.2	1.0	2.6	1.1	3.4	0.0	1.6	1.9	1.9	2.4	3.1	1.8	3.1	2.1	0.0	0.8	3.5	1.3	1.5
Somewhat ineffective	5.3	7.5	4.9	5.8	7.1	6.5	6.7	3.9	7.4	3.3	0.0	10.5	1.6	6.2	8.7	7.4	5.4	6.3	6.0	6.8	5.7	11.3	6.2	8.8	3.5
Somewhat effective	37.9	42.5	43.9	40.9	39.1	44.6	40.2	40.1	41.3	43.5	37.9	39.5	37.8	40.0	39.9	43.6	41.1	42.8	40.6	40.0	50.9	40.6	40.3	43.2	38.5
Effective	53.1	43.4	39.0	46.0	50.1	45.3	46.9	53.4	46.4	48.9	58.6	47.4	55.9	48.4	46.1	45.7	48.5	47.8	49.1	48.7	37.7	40.6	47.5	44.5	54.2
Have not pursued	1.1	2.2	7.3	4.4	0.7	1.1	2.8	1.3	1.9	2.2	0.0	2.6	2.4	2.8	2.2	0.6	1.1	1.0	0.7	1.6	5.7	6.8	1.9	1.6	1.0

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Please rate the effectiveness of each of the following for keeping you up-to-date with new developments in your field ....

	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
ALL RESPONDENTS	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Professional journals																									
Ineffective	1.0	1.3	2.4	1.1	1.3	0.9	1.1	1.3	1.1	3.3	0.0	0.0	0.8	1.5	0.9	0.9	1.4	0.8	0.9	1.7	1.9	0.8	1.1	0.9	1.5
Somewhat ineffective	3.3	5.5	4.9	3.6	5.0	4.5	2.8	5.8	3.8	9.8	3.4	2.6	1.6	3.4	4.0	6.0	4.8	5.8	3.6	4.7	1.9	4.5	5.3	2.5	6.0
Somewhat effective	32.2	37.0	34.1	33.9	36.6	33.3	35.8	38.8	33.8	43.5	31.0	39.5	24.4	34.4	37.5	34.8	38.6	32.0	36.0	36.6	37.7	36.8	35.3	34.2	36.0
Effective	60.5	52.0	46.3	58.0	54.3	59.1	54.2	52.1	57.8	42.4	65.5	55.3	66.1	57.4	55.1	56.4	52.1	60.3	57.0	53.1	50.9	52.6	54.5	60.0	54.4
Have not pursued	2.3	2.3	7.3	3.3	1.9	1.8	4.5	1.6	2.6	1.1	0.0	2.6	5.5	2.6	1.5	1.7	2.0	0.8	1.4	3.5	7.5	3.8	2.8	1.8	1.5
Professional committee ... work																									
Ineffective	7.2	10.2	12.2	8.0	8.6	9.0	11.2	3.6	10.5	3.3	3.4	10.5	4.7	7.7	6.8	11.0	11.5	7.8	8.4	9.2	15.1	9.0	11.3	9.0	5.0
Somewhat ineffective	12.4	18.5	4.9	14.2	17.3	15.6	14.5	10.0	17.2	18.5	13.8	5.3	7.9	12.0	18.0	18.1	18.6	16.3	16.8	14.0	17.0	22.6	17.0	17.5	11.8
Somewhat effective	34.4	35.0	24.4	34.7	35.7	35.5	31.3	43.0	33.0	37.0	41.4	31.6	27.6	34.6	32.8	35.9	37.2	32.3	38.9	35.4	30.2	27.1	32.3	33.7	41.1
Effective	29.3	19.2	14.6	23.0	23.6	25.3	22.9	38.8	20.1	32.6	27.6	26.3	25.2	27.9	24.8	20.8	21.4	30.0	23.3	22.5	22.6	17.3	19.3	23.5	32.2
Have not pursued	15.9	14.8	41.5	19.0	14.0	13.4	18.4	3.2	18.2	8.7	10.3	26.3	32.3	16.8	16.4	13.4	10.7	12.0	11.5	18.2	15.1	24.1	18.7	15.3	8.8
Teleconferences																									
Ineffective	5.6	9.8	7.3	3.6	8.4	7.7	10.1	4.9	8.6	3.3	3.4	10.5	3.9	6.2	5.9	9.8	9.9	9.0	9.2	5.3	15.1	4.5	10.5	6.7	4.3
Somewhat ineffective	9.9	16.6	7.3	12.0	14.6	14.7	8.4	17.2	12.9	15.2	6.9	15.8	8.7	11.4	13.6	16.5	13.2	15.5	15.1	12.3	11.3	12.8	14.4	13.0	13.4
Somewhat effective	32.0	26.0	12.2	25.9	30.3	29.2	27.9	42.4	25.2	38.0	27.6	26.3	18.9	30.8	31.0	27.9	28.2	30.5	30.3	27.9	26.4	26.3	22.8	30.3	38.3
Effective	15.4	10.2	14.6	14.6	12.5	12.2	11.2	19.4	10.6	22.8	20.7	13.2	16.5	13.5	13.3	11.8	10.4	12.3	11.1	14.8	9.4	11.3	7.9	13.9	19.4
Have not pursued	36.7	35.6	58.5	43.4	33.6	35.7	40.8	14.9	42.1	20.7	41.4	34.2	51.2	37.2	35.6	33.9	37.5	31.8	33.4	39.0	37.7	45.1	43.3	35.8	24.2
Computer networks																									
Ineffective	5.0	8.0	4.9	2.2	6.6	8.1	7.3	4.2	7.0	6.5	3.4	5.3	3.1	4.5	5.3	7.9	9.9	6.0	8.2	4.5	11.3	6.0	7.8	5.8	5.5
Somewhat ineffective	8.5	13.0	0.0	7.3	13.6	11.6	6.1	18.8	9.7	12.0	0.0	7.9	5.5	12.9	8.7	12.9	9.9	14.0	12.0	10.4	7.5	6.8	9.8	10.3	14.4
Somewhat effective	20.7	21.4	19.5	23.7	20.8	22.6	15.6	31.4	18.6	27.2	20.7	26.3	15.0	20.9	24.5	21.9	18.6	20.5	23.6	20.2	24.5	21.1	18.2	22.5	25.2
Effective	13.2	11.1	9.8	15.0	12.3	10.6	10.1	15.9	10.7	10.9	24.1	21.1	13.4	13.5	11.5	10.6	11.8	10.3	11.3	13.0	17.0	12.0	9.0	13.3	15.4
Have not pursued	51.2	44.1	65.9	50.0	45.6	45.9	58.1	27.8	52.6	43.5	51.7	39.5	61.4	46.9	48.6	45.5	48.5	48.3	43.5	50.3	37.7	52.6	53.2	47.1	38.3

How would you describe the overall attitude of the administration at your institution toward professional development?

	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
ALL RESPONDENTS	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Strongly encourages	34.5	32.7	46.3	32.1	32.8	34.8	33.5	51.5	30.7	25.0	41.4	23.7	43.3	35.9	31.0	32.4	30.1	35.3	30.3	33.2	41.5	37.6	30.1	32.5	43.3
Mildly encourages	34.1	33.3	22.0	31.0	35.8	34.2	34.6	33.0	34.2	31.5	34.5	50.0	37.8	32.5	33.1	34.3	37.7	36.8	36.5	32.0	41.5	30.8	36.1	33.9	32.2
Neither encourages nor discourages	22.0	21.4	26.8	25.9	20.8	21.3	20.1	12.3	23.2	32.6	17.2	15.8	12.6	23.4	22.0	21.7	22.0	17.0	22.3	24.5	9.4	25.6	20.2	24.1	19.1
Mildly discourages	5.2	5.2	2.4	5.5	6.0	4.1	6.1	1.9	6.0	7.6	3.4	2.6	1.6	5.2	5.9	5.7	5.6	5.0	5.7	5.5	5.7	3.8	7.4	4.8	2.5
Strongly discourages	1.8	3.3	0.0	1.5	2.2	3.8	2.8	0.0	3.2	1.1	3.4	0.0	0.8	0.9	3.7	3.5	3.1	4.5	3.4	1.3	0.0	0.8	4.0	1.9	0.8

In your opinion, how adequate is your institution's financial support for the following?

	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
ALL RESPONDENTS	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Tuition reimbursement																									
Inadequate	25.4	22.0	12.2	26.3	24.9	24.0	17.3	18.1	24.3	31.5	37.9	21.1	15.7	21.5	27.9	26.6	21.7	22.5	26.9	23.8	22.6	20.3	25.1	22.0	22.9
Somewhat inadequate	16.9	16.0	19.5	15.3	17.5	15.9	17.3	14.6	16.8	20.7	27.6	10.5	11.8	15.3	18.9	17.8	16.3	13.5	18.2	18.2	17.0	14.3	16.1	16.9	17.9
Somewhat adequate	22.7	23.5	4.9	19.7	24.0	24.0	22.3	31.7	21.8	20.7	17.2	15.8	19.7	20.0	18.3	24.7	29.6	24.0	25.0	23.3	17.0	12.8	24.1	22.2	21.4
Adequate	19.9	21.4	34.1	18.2	19.9	22.0	19.6	30.7	18.7	18.5	10.3	23.7	19.7	18.7	22.3	20.0	24.5	18.5	19.3	19.8	20.8	32.3	17.0	23.7	25.4
Does not apply	12.9	13.0	24.4	16.8	11.5	11.6	20.7	4.2	15.1	7.6	6.9	28.9	26.0	20.9	11.5	9.0	6.8	18.3	7.4	12.8	22.6	18.8	14.5	12.6	11.6
Sabbaticals																									
Inadequate	33.1	38.5	9.8	28.8	37.7	39.1	37.4	39.2	36.9	30.4	34.5	13.2	15.0	27.1	35.6	42.4	47.3	49.3	41.8	30.3	30.2	18.8	43.4	30.1	33.2
Somewhat inadequate	13.8	12.5	14.6	12.4	15.3	11.8	8.4	12.9	13.2	16.3	17.2	7.9	9.4	12.5	15.5	14.5	11.5	11.8	14.9	13.6	7.5	15.0	11.3	15.3	14.1
Somewhat adequate	9.7	11.3	12.2	12.0	9.5	11.5	8.4	11.3	10.1	19.6	6.9	0.0	10.2	10.5	9.9	9.8	12.1	9.5	10.1	10.8	13.2	9.8	11.0	9.6	9.8
Adequate	8.1	7.4	12.2	5.8	8.5	6.8	8.4	12.3	6.5	9.8	13.8	10.5	7.1	6.7	7.7	9.4	7.0	7.8	7.0	7.5	9.4	9.8	5.0	8.8	11.8
Does not apply	32.2	26.3	43.9	38.7	26.8	27.6	33.5	22.7	30.4	20.7	24.1	68.4	48.0	40.0	30.0	21.6	20.8	18.8	23.6	34.5	39.6	45.1	25.5	33.9	29.7
Educational leave																									
Inadequate	25.4	26.6	14.6	23.0	27.1	27.4	28.5	23.9	27.4	26.1	27.6	7.9	11.0	20.6	30.0	28.3	34.6	30.3	30.8	23.9	24.5	18.0	31.1	24.4	22.2
Somewhat inadequate	18.6	18.8	17.1	14.6	20.8	18.6	17.3	17.2	19.5	20.7	6.9	13.2	10.2	15.9	17.3	21.7	22.5	19.0	22.9	17.2	13.2	17.3	18.1	20.7	16.9
Somewhat adequate	18.1	20.0	14.6	23.0	18.6	21.1	10.6	27.5	17.4	22.8	27.6	13.2	17.3	17.6	20.1	20.2	19.7	21.5	17.5	20.2	11.3	15.8	18.8	18.3	22.2
Adequate	13.1	12.4	12.2	10.2	13.1	11.6	15.1	21.4	10.5	16.3	17.2	7.9	11.0	12.1	12.7	14.5	11.0	14.8	11.1	12.0	11.3	12.0	9.9	12.4	18.6
Does not apply	21.9	18.4	34.1	26.6	18.4	18.1	25.7	.8.7	22.2	12.0	17.2	57.9	40.9	30.7	18.0	13.5	11.5	11.8	15.4	23.7	37.7	34.6	18.8	22.0	18.9

In your opinion, how adequate is your institution's financial support for the following?

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Released time																									
Inadequate	30.9	31.4	9.8	25.9	33.0	34.6	27.9	20.4	34.8	27.2	24.1	10.5	11.8	21.5	31.6	38.6	41.1	41.3	34.6	27.4	24.5	20.3	36.5	33.0	19.9
Somewhat inadequate	18.0	17.8	12.2	13.9	19.7	18.5	18.4	19.7	18.0	17.4	13.8	15.8	11.0	14.8	19.2	20.6	20.0	17.0	21.9	17.6	11.3	18.0	17.6	18.9	17.9
Somewhat adequate	19.7	19.9	17.1	20.8	19.6	19.9	17.3	26.9	18.4	21.7	20.7	7.9	15.0	21.3	22.0	18.1	19.2	20.5	18.5	20.1	15.1	18.8	19.6	18.6	21.7
Adequate	13.1	14.0	24.4	13.1	13.2	12.9	14.5	21.0	11.6	15.2	17.2	23.7	22.0	14.6	10.8	12.8	13.2	9.3	13.4	15.1	11.3	17.3	10.5	13.8	19.6
Does not apply	15.7	13.2	29.3	23.0	12.5	11.8	19.0	10.0	14.7	15.2	20.7	42.1	30.7	25.6	13.6	7.9	5.9	9.0	9.4	17.1	35.8	24.1	12.5	14.1	18.6
Flexible scheduling...																									
Inadequate	19.4	16.2	4.9	17.5	17.3	20.8	16.8	9.7	19.8	19.6	17.2	2.6	10.2	12.3	20.4	21.7	20.0	20.8	20.0	16.0	20.8	11.3	19.9	19.5	10.3
Somewhat inadequate	15.2	16.4	17.1	15.0	15.0	17.2	19.6	15.2	16.6	14.1	10.3	15.8	4.7	16.1	13.9	15.7	22.0	16.8	15.9	17.1	9.4	15.8	15.3	18.1	15.6
Somewhat adequate	27.3	26.8	22.0	24.8	30.3	24.6	21.2	31.1	26.2	27.2	37.9	15.8	19.7	25.4	29.7	29.8	24.8	26.5	29.3	25.9	18.9	30.1	28.1	23.8	29.0
Adequate	26.6	26.2	39.0	28.5	26.9	25.6	20.7	40.5	22.8	31.5	27.6	39.5	39.4	29.2	24.1	23.9	24.5	24.8	25.9	26.7	26.4	27.8	22.2	26.4	35.8
Does not apply	9.5	10.9	9.8	11.7	9.1	10.0	18.4	3.2	12.1	4.3	6.9	26.3	17.3	15.1	10.5	7.2	7.6	9.0	6.7	12.0	22.6	13.5	11.4	10.8	8.3
Professional association memberships																									
Inadequate	55.5	47.5	36.6	47.1	52.1	55.6	46.4	39.2	54.6	51.1	55.2	28.9	29.9	43.2	52.0	60.2	56.1	59.0	57.4	48.1	45.3	35.3	56.6	52.8	40.6
Somewhat inadequate	9.5	11.2	12.2	9.9	11.6	8.8	8.4	12.9	10.1	14.1	10.3	2.6	11.0	9.7	10.2	10.9	11.0	9.3	10.4	11.4	9.4	10.5	9.4	11.4	11.8
Somewhat adequate	8.0	12.0	9.8	7.7	11.3	10.6	7.3	17.5	8.7	12.0	3.4	10.5	6.3	11.2	8.7	10.1	11.3	11.5	9.9	9.2	9.4	9.8	9.2	8.1	15.1
Adequate	9.2	11.2	12.2	14.6	9.7	9.0	10.6	24.6	7.2	13.0	10.3	7.9	15.7	10.1	12.4	8.8	9.3	6.8	7.9	12.6	7.5	16.5	5.2	10.9	17.9
Does not apply	15.9	14.6	17.1	18.2	14.0	14.2	23.5	4.9	17.2	6.5	17.2	50.0	28.3	24.1	15.5	8.3	10.7	10.8	12.7	16.4	24.5	27.1	16.5	15.9	12.6
Registration fees...																									
Inadequate	21.0	17.0	12.2	21.2	17.5	20.6	19.6	8.1	21.5	16.3	17.2	15.8	13.4	15.3	20.4	23.8	16.3	24.5	20.5	16.0	18.9	15.8	21.5	20.8	11.6
Somewhat inadequate	18.5	15.9	9.8	16.8	18.5	16.5	16.8	14.2	18.2	16.3	13.8	7.9	9.4	15.0	17.3	19.8	18.3	18.5	18.5	17.6	17.0	9.8	19.9	16.8	13.9
Somewhat adequate	25.0	29.0	19.5	22.3	28.6	29.0	22.9	27.2	27.3	27.2	27.6	21.1	15.7	24.1	25.7	27.6	36.6	24.5	31.3	26.6	22.6	25.6	26.5	27.7	26.7
Adequate	27.2	26.9	39.0	25.5	27.5	26.9	24.6	49.5	21.6	37.0	37.9	31.6	38.6	29.0	26.3	24.6	26.2	23.5	24.7	29.8	17.0	33.8	21.2	25.9	41.3
Does not apply	6.5	8.2	4.9	12.0	6.8	5.6	13.4	0.3	9.3	1.1	3.4	23.7	15.7	14.6	9.0	3.1	2.0	6.5	3.4	8.2	22.6	14.3	8.2	7.9	5.0

In your opinion, how adequate is your institution's financial support for the following?

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Travel expenses...																									
Inadequate	24.5	19.0	17.1	22.6	20.3	24.0	20.7	9.4	24.5	19.6	17.2	13.2	15.7	16.8	20.7	26.6	22.3	28.3	24.1	18.2	17.0	15.8	25.4	23.1	12.8
Somewhat inadequate	20.2	18.5	9.8	17.5	21.6	18.1	17.3	15.2	20.3	22.8	20.7	7.9	10.2	16.8	18.6	22.8	20.3	21.0	19.2	21.5	17.0	10.5	22.5	17.8	15.6
Somewhat adequate	24.6	28.0	24.4	24.5	27.7	26.5	25.7	34.3	25.3	25.0	24.1	28.9	16.5	26.0	26.9	25.8	33.0	25.0	29.3	26.2	26.4	24.8	24.8	26.2	31.0
Adequate	21.7	23.8	31.7	21.5	22.5	24.6	18.4	40.1	18.7	29.3	34.5	23.7	34.6	24.1	23.8	19.8	21.7	17.0	22.3	23.4	18.9	34.6	17.1	24.0	32.7
Does not apply	7.5	7.9	12.2	11.7	7.0	5.4	15.1	0.6	9.6	2.2	3.4	23.7	17.3	14.8	9.0	3.5	2.0	6.5	3.8	9.1	18.9	14.3	8.0	8.1	6.3
Retraining...																									
Inadequate	27.7	24.5	22.0	26.6	26.3	28.9	20.7	19.1	28.6	22.8	17.2	10.5	10.8	21.3	27.6	31.7	29.0	32.0	26.7	24.9	20.8	21.8	27.0	30.9	17.9
Somewhat inadequate	18.8	17.8	12.2	17.2	20.7	16.5	16.8	23.3	17.4	17.4	27.6	15.8	12.6	17.0	21.1	19.2	19.2	16.8	18.8	20.1	20.8	18.8	17.0	19.6	20.2
Somewhat adequate	16.0	19.3	14.6	13.5	17.7	21.5	15.6	27.2	15.8	20.7	20.7	26.3	16.5	17.8	16.4	17.8	21.1	16.3	19.0	18.0	17.0	14.3	14.9	18.1	23.7
Adequate	9.5	9.8	9.8	9.5	9.6	9.7	6.7	18.4	7.5	9.8	20.7	7.9	10.2	9.9	11.1	7.6	10.1	7.0	8.9	9.5	11.3	13.5	5.2	10.9	15.9
Does not apply	25.0	23.9	34.1	30.3	22.7	21.3	34.6	9.7	27.4	26.1	10.3	39.5	37.8	31.4	22.0	20.9	18.6	24.5	23.5	24.7	28.3	27.8	31.9	18.6	20.2
Training in computer skills																									
Inadequate	23.5	16.7	19.5	23.4	19.9	20.6	13.4	13.6	22.0	16.3	13.8	10.5	14.2	17.4	22.0	23.8	17.5	24.0	19.7	19.0	13.2	18.0	21.2	20.7	16.1
Somewhat inadequate	20.7	18.0	17.1	15.3	20.8	18.3	20.7	22.3	18.3	25.0	20.7	26.3	9.4	18.1	22.0	20.8	20.3	19.3	23.3	17.4	18.9	18.0	20.5	18.3	18.6
Somewhat adequate	20.7	27.9	19.5	20.1	25.9	27.4	22.3	31.7	23.6	20.7	31.0	21.1	18.9	22.6	23.2	23.6	33.8	26.0	27.7	25.3	18.9	12.0	24.6	23.8	27.5
Adequate	15.2	15.4	14.6	16.1	14.9	15.6	12.8	26.2	12.8	19.6	17.2	10.5	19.7	17.0	13.3	15.1	13.2	14.0	12.3	16.6	18.9	19.5	11.3	14.5	24.2
Does not apply	17.0	17.0	22.0	22.6	15.7	14.7	25.7	4.2	19.8	15.2	13.8	28.9	29.1	22.2	17.3	13.4	12.7	13.3	13.7	18.6	28.3	30.1	17.9	20.7	11.3

Assuming that institutional environment and prof. dev. are interrelated, indicate the extent to which you agree/disagree with the following statements.

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Morale at this institution is generally high																									
Strongly disagree	23.5	20.1	14.6	21.5	22.3	22.9	13.4	17.8	22.3	27.2	10.3	15.8	5.5	14.6	20.4	27.9	27.3	23.5	25.5	19.7	9.4	16.5	22.0	23.2	17.4
mildly disagree	23.9	24.1	14.6	21.9	25.8	24.6	21.2	25.9	23.7	28.3	31.0	15.8	14.2	21.1	25.4	26.9	25.9	24.8	26.0	24.9	22.6	19.5	24.8	24.1	23.9
mildly agree	33.4	32.6	43.9	29.2	33.9	32.3	36.9	39.5	31.9	25.0	37.9	50.0	32.3	38.5	35.3	30.2	30.7	33.0	33.2	31.7	37.7	39.1	33.7	30.7	37.0
Strongly agree	14.8	18.3	22.0	21.5	14.5	16.7	24.6	14.6	17.8	14.1	20.7	13.2	39.4	20.6	14.6	13.1	12.7	14.5	12.2	20.1	24.5	20.3	16.2	17.7	17.9
Neutral	3.3	2.7	4.9	5.1	2.3	2.9	3.4	1.0	3.4	3.3	0.0	5.3	7.1	4.7	2.8	1.4	2.0	2.5	2.1	3.1	5.7	4.5	2.4	3.6	2.8

Assuming that institutional environment and prof. dev. are interrelated, indicate the extent to which you agree/disagree with the following statements.

	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
ALL RESPONDENTS	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
There is a sense of community at this institution																									
Strongly disagree	13.1	12.6	4.9	8.8	13.2	14.3	11.2	10.7	13.0	22.8	3.4	2.6	1.6	8.6	13.6	16.1	16.3	14.5	15.8	11.4	0.0	7.5	13.0	11.8	12.1
mildly disagree	19.7	19.5	22.0	19.7	19.7	22.0	13.4	22.0	19.5	22.8	13.8	13.2	11.0	15.9	19.5	24.3	21.7	20.5	21.9	18.4	24.5	19.5	19.6	20.8	19.4
mildly agree	39.5	38.2	31.7	42.3	40.7	36.0	38.0	40.1	38.7	37.0	41.4	50.0	30.7	40.0	42.1	38.6	38.3	38.3	39.6	40.2	30.2	38.3	39.4	39.4	39.0
Strongly agree	24.5	26.0	39.0	26.3	23.6	24.6	34.6	25.2	25.8	17.4	37.9	26.3	50.4	31.2	22.3	19.5	21.4	24.8	20.4	26.9	39.6	31.6	25.7	24.9	25.9
Neutral	2.5	2.1	2.4	2.6	2.3	2.3	2.2	1.6	2.4	0.0	3.4	7.9	5.5	3.7	2.2	1.1	1.4	1.8	1.5	2.5	5.7	3.0	1.9	2.2	3.0
Professionals here respect each other																									
Strongly disagree	6.5	5.7	4.9	6.6	5.9	6.6	3.4	4.2	6.1	10.9	0.0	5.3	4.7	5.0	8.0	4.3	8.7	5.3	6.2	6.0	1.9	6.8	4.7	7.3	5.8
mildly disagree	12.4	13.6	12.2	11.3	14.4	12.4	10.6	17.5	12.0	25.0	6.9	7.9	4.7	11.4	14.2	14.6	15.5	13.3	15.1	11.5	13.2	15.0	11.8	13.0	16.1
mildly agree	43.3	43.7	39.0	42.7	45.4	45.0	37.4	50.2	42.8	38.0	48.3	50.0	35.4	40.2	44.3	47.7	46.5	44.5	45.4	45.6	32.1	36.1	43.3	44.7	44.8
Strongly agree	34.4	32.9	31.7	33.9	31.5	34.4	44.7	25.6	35.8	22.8	44.8	34.2	47.2	37.9	31.3	31.7	27.6	35.0	30.7	33.0	47.2	38.3	36.8	32.5	29.5
Neutral	2.0	2.3	12.2	4.4	1.6	1.3	3.4	2.3	2.4	1.1	0.0	2.6	5.5	3.9	1.9	1.1	1.1	1.8	1.4	2.9	5.7	3.8	2.1	1.8	3.3
There is a sense of collegiality at this institution																									
Strongly disagree	7.4	10.3	2.4	5.8	8.6	11.3	8.9	7.8	9.5	8.7	0.0	2.6	3.1	6.0	10.2	9.4	13.2	11.8	11.8	6.3	1.9	6.8	10.1	7.9	6.8
mildly disagree	20.5	19.8	14.6	19.0	20.8	21.5	15.6	19.1	20.2	30.4	13.8	7.9	7.1	16.4	19.5	23.9	24.5	19.8	22.8	19.8	20.8	15.8	21.2	20.8	17.9
mildly agree	43.0	43.1	48.8	43.1	44.7	41.9	41.3	50.2	41.8	41.3	48.3	57.9	40.2	41.9	45.8	45.2	42.5	43.5	42.5	44.5	41.5	43.6	39.5	45.9	47.6
Strongly agree	24.5	22.6	34.1	25.9	22.1	22.4	30.2	20.4	24.3	17.4	37.9	21.1	41.7	30.1	21.1	19.1	16.9	22.8	20.4	24.6	32.1	27.1	25.2	21.7	23.9
Neutral	3.5	2.1	0.0	4.7	2.8	2.2	3.4	1.9	3.1	0.0	0.0	10.5	6.3	4.5	2.8	1.6	1.7	1.8	1.4	3.6	3.8	6.8	2.5	3.1	3.0
New approaches ... are generally supported here																									
Strongly disagree	10.2	9.9	2.4	9.1	9.0	12.5	11.2	6.1	11.1	12.0	3.4	0.0	3.1	7.5	10.5	11.5	13.5	9.8	12.2	9.8	5.7	6.8	11.3	10.8	7.1
mildly disagree	19.0	18.4	19.5	17.9	19.8	18.3	15.1	23.6	16.9	31.5	17.2	21.1	11.0	18.9	20.4	19.1	19.4	21.3	19.5	17.8	11.3	18.8	17.8	18.4	20.9
mildly agree	36.6	39.3	34.1	40.1	38.3	38.7	36.3	37.9	38.4	29.3	58.6	39.5	29.9	34.6	37.8	41.4	41.7	38.5	40.1	37.6	45.3	36.1	40.2	36.7	37.3
Strongly agree	24.9	24.7	34.1	23.0	25.1	24.6	27.9	29.8	24.2	23.9	20.7	28.9	40.9	29.0	21.7	22.7	20.6	23.8	22.9	26.3	24.5	26.3	23.1	24.9	29.7
Neutral	7.7	5.7	9.8	9.1	6.6	5.4	7.8	2.6	8.0	0.0	0.0	10.5	12.6	9.0	8.4	4.6	3.7	6.5	4.1	7.2	13.2	12.0	6.3	8.2	4.5

Assuming that institutional environment and prof. dev. are interrelated, indicate the extent to which you agree/disagree with the following statements.

ALL RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Faculty and administration here are typically at odds																									
Strongly disagree	20.6	22.7	29.3	20.8	19.8	22.8	30.2	22.3	22.4	14.1	24.1	23.7	37.8	25.6	19.8	18.0	18.9	20.0	18.7	23.7	30.2	25.6	21.9	21.9	22.9
mildly disagree	30.4	30.4	19.5	25.2	32.2	31.4	29.1	36.9	28.9	33.7	24.1	31.6	25.2	29.5	31.6	32.0	30.1	30.3	31.8	31.3	26.4	24.8	28.8	30.1	33.8
mildly agree	26.0	25.5	22.0	27.4	25.5	26.7	24.6	29.8	24.9	26.1	44.8	21.1	13.4	21.9	26.9	28.7	31.0	27.0	28.4	24.2	22.6	24.8	27.0	25.0	25.2
Strongly agree	13.9	14.3	7.3	17.2	15.7	13.1	7.3	9.1	15.3	19.6	3.4	7.9	7.1	11.6	15.5	15.7	17.2	15.8	15.6	12.6	13.2	14.3	15.1	15.9	9.8
Neutral	7.3	5.4	19.5	7.7	5.0	5.0	7.8	1.9	7.4	3.3	0.0	15.8	13.4	9.7	5.6	4.7	2.5	6.0	4.3	7.0	7.5	10.5	6.1	6.0	7.6
An intellectual environment exists here																									
Strongly disagree	10.5	13.3	4.9	8.8	12.1	14.0	12.8	9.1	12.9	14.1	13.8	2.6	4.7	9.5	9.0	13.7	19.2	18.5	15.2	8.4	7.5	4.5	15.3	9.6	9.8
mildly disagree	22.8	20.5	14.6	20.8	23.1	22.0	15.6	24.6	20.6	28.3	17.2	28.9	15.0	20.7	25.7	21.6	22.0	23.8	24.1	21.0	7.5	18.8	20.9	20.4	23.4
mildly agree	42.6	44.6	39.0	46.0	43.4	42.7	47.5	46.9	43.7	37.0	48.3	36.8	40.9	43.6	42.7	45.7	43.7	41.0	42.6	45.9	43.4	48.9	44.3	46.8	41.3
Strongly agree	19.9	16.7	34.1	19.3	17.4	18.5	20.1	17.5	18.6	17.4	13.8	21.1	32.3	20.7	18.3	16.4	13.2	13.5	15.2	20.2	37.7	22.6	15.8	19.9	20.9
Neutral	2.9	3.0	7.3	4.4	3.2	2.0	3.4	1.9	3.2	1.1	6.9	7.9	5.5	3.9	3.4	2.7	1.4	2.5	1.7	3.7	3.8	4.5	2.6	2.7	3.8
Sufficient opportunities for professional development are made available here																									
Strongly disagree	22.9	21.1	9.8	24.5	22.1	23.1	21.8	10.0	25.5	17.4	17.2	10.5	8.7	16.4	24.5	26.3	26.8	27.8	22.9	20.9	15.1	16.5	28.7	21.4	11.6
mildly disagree	29.7	26.0	24.4	25.9	28.0	28.9	25.1	27.2	27.2	35.9	37.9	23.7	15.7	29.3	26.0	29.8	27.3	27.8	30.0	27.4	18.9	24.8	26.2	28.8	28.0
mildly agree	28.3	33.5	31.7	27.7	31.3	31.9	33.0	41.7	29.3	29.3	20.7	34.2	33.1	31.0	31.0	29.1	34.1	28.5	31.8	31.6	35.8	32.3	28.7	32.7	35.3
Strongly agree	12.1	12.0	24.4	12.0	12.0	11.5	11.2	19.7	10.3	14.1	20.7	10.5	20.5	13.3	11.1	11.2	10.1	10.5	10.6	12.7	17.0	15.8	8.7	11.5	19.1
Neutral	5.9	5.2	9.8	8.8	5.6	3.9	6.7	1.3	6.4	2.2	3.4	21.1	19.7	8.6	6.8	2.5	1.1	4.5	3.6	6.1	13.2	10.5	6.2	4.8	5.8
Professionals here are appreciated by supervisors for doing their jobs well																									
Strongly disagree	15.7	13.7	12.2	12.0	14.1	18.1	11.2	7.4	16.3	19.6	10.3	7.9	2.4	11.8	13.9	16.4	21.7	15.8	18.0	13.5	9.4	9.8	16.3	15.4	9.6
mildly disagree	13.9	15.4	4.9	12.8	14.8	15.6	18.4	15.2	14.5	23.9	0.0	13.2	3.1	12.1	16.1	18.9	14.9	17.8	16.8	12.7	11.3	15.0	15.6	15.3	12.8
mildly agree	37.8	38.6	39.0	40.5	39.1	38.9	29.1	42.7	37.0	32.6	55.2	50.0	36.2	36.6	38.7	38.1	41.4	35.8	38.0	40.6	34.0	38.3	38.5	38.2	39.8
Strongly agree	27.7	27.5	36.6	29.2	28.0	24.7	36.9	32.7	27.9	20.7	24.1	21.1	44.1	34.4	27.6	23.8	20.3	28.3	24.7	28.2	39.6	30.1	26.2	27.3	33.0
Neutral	3.9	2.3	4.9	4.7	3.0	2.0	3.4	1.6	3.2	2.2	6.9	7.9	11.8	3.7	2.8	2.2	0.8	1.3	1.7	4.0	3.8	6.8	2.2	3.0	4.0

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During a typical semester, what is the average number of hours you spend per week on each of the following activities?

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Performing principal duties of position held																									
0 hours	0.3	0.1	2.9	0.0	0.2	0.0	0.0	0.3	0.1	0.0	0.0	0.0	0.9	0.0	0.0	0.3	0.0	0.0	0.2	0.2	0.0	0.0	0.0	0.2	0.0
1-5 hours	0.9	0.6	2.9	0.9	0.7	0.2	1.4	0.7	0.7	1.1	0.0	0.0	1.9	1.7	0.3	0.0	0.6	0.0	0.5	1.0	0.0	1.1	0.6	0.4	3.5
6-10 hours	1.9	2.3	0.0	3.9	1.4	1.5	2.0	1.6	2.0	0.0	0.0	4.5	2.8	3.1	2.8	0.8	1.1	0.4	2.3	2.0	5.9	3.3	1.7	2.2	3.5
11-20 hours	28.1	26.7	32.4	23.3	27.1	28.6	29.1	3.6	35.4	2.2	7.1	9.1	28.3	22.8	24.2	28.0	33.8	36.1	36.4	37.6	23.5	30.4	41.8	28.3	21.1
over 20 hours	68.9	69.5	61.8	72.0	70.2	68.9	67.6	93.8	61.4	95.6	92.9	86.4	66.0	72.2	72.7	70.7	63.6	63.1	59.9	59.0	70.6	65.2	55.3	68.6	71.9
Performing activities related to teaching																									
0 hours	7.8	10.1	5.9	10.3	9.2	9.3	8.1	46.3	0.1	7.7	28.6	31.8	10.4	15.4	10.4	5.9	6.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	1.8
1-5 hours	13.5	13.8	11.8	12.5	16.5	10.3	10.8	29.0	6.8	54.9	35.7	27.3	12.3	16.9	15.9	13.2	10.0	3.9	7.0	8.0	5.9	6.5	5.3	8.6	7.0
6-10 hours	21.0	24.8	20.6	23.3	22.0	24.8	25.7	13.0	26.1	14.3	25.0	27.3	15.1	20.9	26.0	23.6	25.5	19.7	23.2	28.6	35.3	37.0	21.0	32.6	17.5
11-20 hours	33.8	32.0	32.4	34.9	31.1	34.8	36.5	6.5	41.2	15.4	7.1	13.6	32.1	29.5	29.8	34.8	37.2	46.8	40.6	39.6	38.2	38.0	44.6	35.5	52.6
over 20 hours	23.1	18.0	29.4	16.8	20.7	20.3	18.2	2.9	25.4	7.7	3.6	0.0	30.2	16.4	17.3	21.8	20.6	29.6	28.8	22.8	20.6	18.5	28.5	22.9	21.1
Advising ... interacting with students																									
0 hours	3.2	4.5	0.0	6.0	3.8	2.7	4.7	15.6	0.7	0.0	32.1	18.2	3.8	5.7	5.5	2.9	2.3	0.0	0.7	0.4	0.0	0.0	0.3	0.7	3.5
1-5 hours	44.8	53.4	38.2	44.0	49.5	50.7	62.2	54.7	51.7	14.3	32.1	45.5	54.7	48.0	48.8	48.1	54.7	51.1	46.9	54.6	50.0	62.0	51.4	54.7	36.8
6-10 hours	34.6	29.4	38.2	34.1	31.4	32.7	25.7	18.6	37.0	13.2	14.3	4.5	30.2	30.2	31.1	32.7	33.2	36.9	40.6	35.4	44.1	29.3	37.0	34.9	47.4
11-20 hours	10.9	7.6	11.8	8.6	9.4	9.5	6.1	5.5	9.4	11.0	7.1	22.7	6.6	10.0	9.0	10.4	6.3	9.4	10.4	9.0	5.9	7.6	9.2	9.0	12.3
over 20 hours	6.1	3.9	11.8	6.0	5.5	3.9	1.4	5.2	0.8	60.4	14.3	9.1	4.7	5.5	5.2	5.5	2.9	1.7	0.9	0.0	0.0	1.1	1.2	0.5	0.0
Interacting with colleagues informally																									
0 hours	5.3	3.9	2.9	8.2	4.0	3.5	5.4	2.9	4.2	11.0	7.1	4.5	8.5	4.8	6.2	3.1	3.7	4.3	3.7	3.8	8.8	6.5	3.8	4.1	8.8
1-5 hours	82.8	80.9	82.4	79.7	82.9	81.2	82.4	72.3	84.6	75.8	85.7	81.8	76.4	79.3	81.0	84.7	83.4	84.5	82.8	86.6	85.3	88.0	84.4	85.7	84.2
6-10 hours	10.0	11.9	8.8	10.3	10.5	12.4	12.2	16.9	10.2	8.8	7.1	4.5	9.4	12.4	10.0	10.4	12.3	9.4	12.8	8.6	5.9	5.4	10.6	9.3	7.0
11-20 hours	1.2	1.9	0.0	0.9	2.0	1.5	0.0	5.5	0.5	3.3	0.0	4.5	2.8	2.4	1.7	1.1	0.6	0.4	0.7	0.4	0.0	0.0	0.5	0.5	0.0
over 20 hours	0.4	0.6	5.9	0.9	0.4	0.4	0.0	2.0	0.1	1.1	0.0	0.0	1.9	0.7	1.0	0.2	0.0	0.4	0.0	0.0	0.0	0.0	0.3	0.0	0.0

During a typical semester, what is the average number of hours you spend per week on each of the following activities?

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Doing committee work																								
0 hours	9.8	12.2	23.5	17.2	10.2	8.5	11.5	5.5	11.8	7.7	21.4	36.4	31.0	10.9	13.5	7.6	8.6	11.2	6.7	13.0	23.5	17.4	9.5	14.3	14.0
1-5 hours	78.1	75.5	64.7	70.7	77.9	78.9	80.4	62.9	80.2	84.6	75.0	59.1	62.3	73.6	75.1	80.2	82.8	80.3	83.3	80.2	67.6	79.3	81.4	80.5	75.4
6-10 hours	8.5	8.6	11.8	8.6	9.0	8.5	6.8	23.1	5.7	5.5	0.0	0.0	2.8	10.9	8.7	8.6	6.9	4.7	7.9	4.8	5.9	3.3	6.3	3.9	8.8
11-20 hours	2.7	2.0	0.0	2.6	1.9	2.9	0.7	6.5	1.4	1.1	3.6	4.5	2.8	3.3	1.4	2.8	1.1	2.6	1.6	1.2	0.0	0.0	1.5	0.9	1.8
over 20 hours	0.5	0.4	0.0	0.4	0.5	0.4	0.0	1.6	0.1	1.1	0.0	0.0	0.0	0.7	1.0	0.2	0.0	0.4	0.0	0.0	0.0	0.0	0.2	0.0	0.0
Seeking outside funding																								
0 hours	80.5	82.4	88.2	81.5	79.3	84.7	87.2	59.3	87.3	76.9	96.4	72.7	82.1	72.4	80.3	85.4	88.3	82.4	85.2	91.2	91.2	87.0	86.4	88.7	87.7
1-5 hours	16.1	14.6	8.8	15.5	18.7	12.4	8.1	31.9	11.4	16.5	3.6	22.7	12.3	24.0	16.3	12.8	10.0	15.5	13.0	8.2	8.8	13.0	11.5	11.1	12.3
6-10 hours	1.6	1.4	2.9	0.9	1.0	1.5	2.7	3.9	0.7	3.3	0.0	4.5	1.9	2.1	1.0	0.8	1.1	1.3	1.2	0.0	0.0	0.0	1.2	0.0	0.0
11-20 hours	0.5	0.4	0.0	1.3	0.5	0.0	0.0	2.3	0.1	0.0	0.0	0.0	0.9	0.5	1.4	0.2	0.0	0.0	0.2	0.0	0.0	0.0	0.2	0.0	0.0
over 20 hours	0.7	0.1	0.0	0.9	0.4	0.2	0.0	2.0	0.0	1.1	0.0	0.0	1.9	0.5	0.7	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Conducting research																								
0 hours	60.9	54.5	61.8	62.1	55.2	59.8	56.1	53.4	57.2	61.5	85.7	72.7	55.7	55.3	58.1	58.7	57.6	44.6	53.4	65.4	64.7	65.2	49.5	65.8	68.4
1-5 hours	32.3	36.1	32.4	31.0	36.3	32.1	37.2	38.8	34.5	33.0	14.3	22.7	34.0	38.5	34.6	33.3	33.0	41.2	35.7	30.8	32.4	29.3	39.3	29.0	28.1
6-10 hours	3.7	5.4	5.9	2.6	5.2	5.0	4.1	3.6	5.3	1.1	0.0	4.5	7.5	3.8	3.5	4.7	6.0	8.6	6.7	2.6	2.9	4.3	6.8	3.8	3.5
11-20 hours	1.1	1.9	0.0	3.0	1.0	1.7	1.4	2.0	1.3	3.3	0.0	0.0	0.0	1.0	2.1	1.3	2.3	2.6	1.9	0.2	0.0	1.1	2.0	0.7	0.0
over 20 hours	1.1	1.1	0.0	1.3	1.4	0.6	0.7	1.6	1.0	0.0	0.0	0.0	0.9	1.2	1.0	1.1	0.9	2.1	1.9	0.0	0.0	0.0	1.5	0.4	0.0
Attending ... meetings or conferences																								
0 hours	30.2	42.0	47.1	42.2	37.1	34.2	37.8	19.9	41.2	33.0	42.9	36.4	35.8	33.0	34.6	39.2	42.1	40.3	37.4	44.2	44.1	43.5	45.8	37.5	21.1
1-5 hours	65.5	53.9	47.1	54.7	59.3	61.5	58.8	73.6	55.7	60.4	57.1	59.1	59.4	61.3	61.9	58.0	55.6	54.9	60.3	53.2	55.9	52.2	51.5	60.0	71.9
6-10 hours	2.8	2.4	2.9	1.3	2.7	2.5	1.4	4.6	1.9	5.5	0.0	0.0	4.7	4.0	1.4	1.8	1.4	2.1	1.2	1.8	0.0	4.3	1.2	2.0	5.3
11-20 hours	0.5	0.5	2.9	1.3	0.1	0.6	0.7	1.3	0.3	1.1	0.0	0.0	0.0	0.7	1.4	0.3	0.0	0.9	0.2	0.0	0.0	0.0	0.6	0.0	0.0
over 20 hours	0.3	0.1	0.0	0.4	0.1	0.2	0.0	0.3	0.1	0.0	0.0	4.5	0.0	0.7	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0

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FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Giving performances ... arts																									
0 hours	92.1	89.3	88.2	91.8	91.0	90.7	92.6	92.8	90.1	93.4	96.4	100.0	93.4	90.3	91.7	90.9	91.1	88.0	91.2	90.4	94.1	90.2	89.0	92.7	91.2
1-5 hours	5.4	7.5	5.9	6.5	6.5	6.4	4.7	4.6	7.1	5.5	3.6	0.0	4.7	5.7	5.9	7.3	6.3	7.7	6.0	8.0	2.9	5.4	7.7	5.9	1.8
6-10 hours	1.1	1.6	5.9	0.4	1.9	0.8	1.4	1.6	1.5	1.1	0.0	0.0	1.9	2.6	1.4	1.0	0.9	2.6	1.2	0.8	2.9	2.2	1.7	0.5	5.3
11-20 hours	0.4	0.4	0.0	0.4	0.4	0.6	0.0	0.7	0.4	0.0	0.0	0.0	0.0	0.5	0.7	0.0	0.9	0.0	0.9	0.2	0.0	0.0	0.8	0.0	0.0
over 20 hours	0.1	0.1	0.0	0.0	0.0	0.4	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.3	0.4	0.0	0.0	0.0	1.1	0.2	0.2	0.0
Recruiting																									
0 hours	58.7	57.7	67.6	59.9	55.6	60.5	64.2	48.9	62.8	16.5	92.9	63.6	69.8	57.2	52.2	57.4	63.3	72.5	67.3	64.6	32.4	32.6	77.5	44.4	80.7
1-5 hours	37.1	37.7	29.4	34.9	40.1	35.4	33.1	44.6	34.3	71.4	7.1	31.8	24.5	36.6	44.6	39.0	34.1	23.2	30.4	33.4	64.7	60.9	21.1	51.3	12.3
6-10 hours	2.6	2.5	2.9	3.0	2.5	2.7	1.4	4.2	1.6	8.8	0.0	0.0	5.7	4.3	2.1	2.0	0.9	1.7	0.9	1.6	2.9	4.3	0.3	2.9	7.0
11-20 hours	0.9	0.5	0.0	0.9	1.1	0.2	0.0	2.0	0.2	2.2	0.0	0.0	0.0	0.5	1.0	0.8	0.6	0.0	0.0	0.2	0.0	1.1	0.0	0.4	0.0
over 20 hours	0.3	0.2	0.0	0.9	0.1	0.2	0.0	0.3	0.1	1.1	0.0	4.5	0.0	0.7	0.0	0.0	0.3	0.0	0.2	0.0	0.0	0.0	0.2	0.0	0.0
Taking courses ... toward an advanced degree																									
0 hours	68.2	78.2	55.9	59.9	72.3	80.3	88.5	79.8	72.0	83.5	82.1	68.2	70.8	69.4	65.4	76.1	84.2	90.6	65.2	73.6	61.8	56.5	78.2	64.2	71.9
1-5 hours	21.1	14.2	17.6	25.0	18.8	13.7	10.1	12.1	19.0	9.9	14.3	31.8	18.9	20.2	20.1	16.9	12.3	7.3	22.3	20.8	32.4	19.6	15.1	23.8	19.3
6-10 hours	5.9	4.4	8.8	8.2	5.8	3.3	0.7	4.6	5.4	2.2	0.0	0.0	3.8	6.4	9.7	3.6	2.3	0.4	7.4	3.4	5.9	15.2	3.3	8.6	3.5
11-20 hours	2.6	1.6	8.8	5.2	1.8	1.4	0.0	2.0	2.0	4.4	3.6	0.0	4.7	2.6	3.1	1.8	0.6	0.9	3.0	0.8	0.0	5.4	1.5	2.3	1.8
over 20 hours	1.4	0.5	8.8	1.3	1.0	0.2	0.0	1.0	0.9	0.0	0.0	0.0	1.9	1.4	1.0	0.7	0.0	0.0	0.9	1.0	0.0	3.3	0.9	0.7	3.5
Giving speeches																									
0 hours	71.1	70.7	79.4	78.4	68.7	69.6	80.4	43.6	78.1	51.6	92.9	81.8	78.3	64.6	72.3	71.2	76.2	69.1	74.9	82.2	91.2	84.8	76.9	81.0	70.2
1-5 hours	27.1	27.3	17.6	20.3	29.8	28.8	18.9	52.8	20.6	47.3	7.1	18.2	20.8	33.7	25.3	27.2	22.6	28.8	24.6	16.8	8.8	13.0	21.9	18.1	28.1
6-10 hours	0.9	1.0	0.0	0.9	1.0	0.8	0.7	2.3	0.7	1.1	0.0	0.0	0.0	1.2	1.4	0.8	0.6	0.9	0.2	0.4	0.0	1.1	0.5	0.5	1.8
11-20 hours	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.2	0.0	0.0	0.0	0.2	0.0	0.0
over 20 hours	0.1	0.1	2.9	0.0	0.1	0.0	0.0	0.3	0.1	0.0	0.0	0.0	0.9	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	0.0	0.2	0.0

During a typical semester, what is the average number of hours you spend per week on each of the following activities?

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Doing community service work																									
0 hours	20.3	24.5	32.4	27.6	22.6	18.8	31.8	17.9	23.9	27.5	42.9	9.1	37.7	23.8	23.9	22.3	18.3	24.0	22.3	22.8	32.4	33.7	23.6	24.6	22.8
1-5 hours	68.2	64.3	55.9	64.2	64.8	70.6	60.1	70.0	65.1	63.7	50.0	68.2	51.9	64.6	69.6	64.1	71.6	62.2	68.0	64.8	61.8	57.6	65.3	65.2	66.7
6-10 hours	9.0	8.1	11.8	6.0	9.4	8.3	6.8	9.8	8.6	5.5	0.0	13.6	8.5	10.0	4.5	9.6	8.0	10.3	7.2	10.0	2.9	6.5	8.5	8.2	10.5
11-20 hours	1.1	1.9	0.0	0.9	2.1	1.4	0.0	1.6	1.5	3.3	0.0	4.5	0.9	1.4	1.4	2.4	0.9	1.3	1.9	1.4	2.9	1.1	1.8	0.7	0.0
over 20 hours	0.6	0.0	0.0	0.4	0.4	0.2	0.0	0.3	0.2	0.0	3.6	0.0	0.0	0.0	0.3	0.7	0.0	0.9	0.0	0.2	0.0	0.0	0.2	0.4	0.0
Attending workshops ... to improve ... performance																									
0 hours	38.3	47.0	47.1	48.3	44.0	39.7	46.6	37.1	45.9	38.5	35.7	27.3	48.1	43.5	39.4	44.1	45.0	55.8	43.4	44.0	41.2	45.7	53.5	36.9	36.8
1-5 hours	58.7	48.6	50.0	46.6	52.9	57.4	50.7	59.0	50.9	57.1	64.3	68.2	49.1	51.8	58.5	52.0	53.9	42.5	53.6	53.2	55.9	46.7	44.6	58.8	61.4
6-10 hours	1.7	2.4	2.9	3.0	2.0	1.4	2.0	2.0	2.0	3.3	0.0	0.0	0.9	3.1	0.7	2.6	0.6	1.3	1.4	1.6	2.9	6.5	1.1	3.0	0.0
11-20 hours	0.1	0.6	0.0	0.9	0.4	0.4	0.0	0.7	0.4	0.0	0.0	0.0	0.9	0.5	0.7	0.2	0.3	0.0	0.9	0.0	0.0	1.1	0.3	0.5	0.0
over 20 hours	0.3	0.4	0.0	0.9	0.4	0.2	0.0	1.3	0.1	0.0	0.0	4.5	0.9	1.0	0.0	0.2	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.2	0.0
Outside paid employment																									
0 hours	75.4	69.0	73.5	67.7	71.5	73.7	77.7	83.4	68.4	83.5	92.9	86.4	78.3	70.8	72.7	70.4	76.2	65.7	71.2	70.2	47.1	65.2	71.3	64.3	75.4
1-5 hours	18.2	18.7	17.6	22.8	17.9	19.3	11.5	13.0	20.7	9.9	3.6	4.5	15.1	19.2	17.6	20.0	15.8	24.0	18.8	20.2	26.5	19.6	20.5	21.5	15.8
6-10 hours	3.6	7.0	5.9	5.6	6.2	3.9	6.1	1.3	6.6	5.5	0.0	0.0	6.6	4.3	6.6	5.7	5.2	6.4	7.0	5.4	11.8	6.5	4.8	8.4	5.3
11-20 hours	1.5	2.8	0.0	2.6	2.9	1.2	3.4	1.3	2.6	0.0	3.6	4.5	0.0	2.9	2.8	2.3	1.7	1.7	1.4	3.0	11.8	5.4	1.8	3.9	1.8
over 20 hours	1.0	1.0	2.9	1.3	1.2	0.8	0.7	0.7	1.0	1.1	0.0	4.5	0.0	2.6	0.3	1.0	0.3	0.4	0.7	1.0	2.9	3.3	0.6	1.4	1.8
Doing work related to a professional organization																									
0 hours	50.6	58.9	76.5	59.9	55.1	52.6	62.8	41.0	58.6	59.3	71.4	54.5	65.1	52.5	57.8	56.3	55.9	58.8	52.4	62.0	58.8	69.6	62.5	56.1	49.1
1-5 hours	47.6	37.0	17.6	37.1	42.5	43.7	35.8	55.4	38.8	38.5	28.6	36.4	30.2	43.9	40.1	41.1	41.8	37.8	45.7	36.2	38.2	23.9	35.2	41.4	50.9
6-10 hours	1.1	2.3	2.9	1.7	1.7	2.3	0.0	2.3	1.7	1.1	0.0	4.5	3.8	1.9	1.4	1.6	1.4	3.0	0.9	1.0	2.9	3.3	1.5	1.4	0.0
11-20 hours	0.0	0.3	0.0	0.0	0.1	0.0	0.7	0.3	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	1.1	0.0	0.2	0.0
over 20 hours	0.1	0.5	0.0	0.9	0.2	0.2	0.7	0.7	0.2	0.0	0.0	4.5	0.0	1.2	0.0	0.0	0.3	0.4	0.2	0.0	0.0	1.1	0.2	0.4	0.0

During a typical semester, what is the average number of hours you spend per week on each of the following activities?

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Reading professional journals																									
0 hours	8.7	8.6	2.9	9.5	10.0	6.8	6.8	9.8	7.9	15.4	3.6	4.5	6.6	7.6	8.7	8.1	10.9	9.0	7.2	8.8	2.9	7.6	9.5	5.7	12.3
1-5 hours	83.9	77.4	85.3	82.8	80.4	78.9	84.5	80.8	80.5	81.3	78.6	90.9	84.0	82.2	79.9	81.0	78.2	78.1	78.7	83.8	85.3	78.3	78.2	83.7	75.4
6-10 hours	5.9	10.6	5.9	6.9	7.5	11.4	6.8	6.8	9.3	2.2	17.9	0.0	6.6	8.3	8.3	8.9	8.6	9.4	12.1	5.6	11.8	10.9	10.0	8.2	12.3
11-20 hours	0.5	1.7	2.9	0.4	1.3	1.4	0.7	1.0	1.3	1.1	0.0	0.0	0.9	0.7	1.7	1.3	1.1	2.1	1.2	0.8	0.0	2.2	1.2	1.4	0.0
over 20 hours	0.6	0.5	2.9	0.4	0.2	0.8	0.7	0.7	0.5	0.0	0.0	4.5	1.9	0.7	0.0	0.3	0.6	0.9	0.5	0.4	0.0	0.0	0.6	0.4	0.0
Teaching overload																									
0 hours	66.1	55.8	67.6	60.8	61.4	58.4	58.8	94.1	49.9	90.1	96.4	90.9	78.3	69.1	62.3	55.1	52.1	48.5	48.5	52.4	44.1	45.7	47.0	49.8	66.7
1-5 hours	30.5	39.3	29.4	35.3	35.6	36.6	37.8	2.9	45.9	6.6	3.6	4.5	19.8	28.0	33.9	39.8	44.7	46.4	48.7	43.4	50.0	48.9	48.5	46.4	29.8
6-10 hours	1.9	3.7	0.0	3.0	2.3	3.5	2.7	1.3	3.2	2.2	0.0	4.5	0.0	1.7	3.1	3.9	2.6	4.3	2.6	3.2	2.9	3.3	3.6	2.7	3.5
11-20 hours	0.4	0.1	2.9	0.0	0.1	0.4	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.2	0.0	0.3	0.3	0.0	0.0	0.4	0.0	0.0	0.3	0.2	0.0
over 20 hours	0.1	0.2	0.0	0.0	0.4	0.0	0.0	0.3	0.1	0.0	0.0	0.0	0.0	0.5	0.0	0.2	0.0	0.0	0.0	0.2	0.0	1.1	0.0	0.4	0.0
Interacting with outside agencies																									
0 hours	34.7	33.2	50.0	28.0	33.0	36.6	41.2	10.1	41.4	9.9	53.6	18.2	36.8	25.4	27.7	36.1	46.4	51.5	44.3	41.0	20.6	20.7	56.9	23.1	42.1
1-5 hours	56.1	53.7	41.2	58.2	56.9	51.6	51.4	57.7	53.5	72.5	46.4	40.9	54.7	57.7	59.9	55.9	46.7	42.1	51.5	55.4	73.5	66.3	40.2	69.7	56.1
6-10 hours	5.8	8.8	5.9	7.8	7.9	7.5	4.1	23.8	3.2	12.1	0.0	18.2	6.6	10.7	8.3	5.2	5.7	4.7	2.8	2.2	5.9	5.4	2.4	3.9	0.0
11-20 hours	2.1	2.1	0.0	3.0	1.5	2.3	2.7	5.2	1.1	2.2	0.0	18.2	1.9	2.9	2.8	2.1	0.6	0.9	0.9	0.6	0.0	4.3	0.0	2.2	0.0
over 20 hours	0.9	0.9	2.9	2.2	0.5	1.0	0.7	2.6	0.3	3.3	0.0	4.5	0.0	2.4	0.7	0.3	0.6	0.0	0.2	0.4	0.0	1.1	0.2	0.5	0.0

Indicate the number of years it has been since you participated in the following activities.

	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
FULL-TIME RESPONDENTS	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Attended a conference ... in my field																									
3 years or fewer	91.4	86.7	85.3	89.2	90.1	90.1	83.8	96.1	87.1	93.4	96.4	90.9	87.7	93.8	91.3	87.2	85.7	85.8	88.6	85.6	85.3	90.2	85.6	90.1	86.0
4-6 years	3.8	7.5	5.9	6.0	4.9	4.8	11.5	1.6	6.9	2.2	3.6	9.1	5.7	2.6	4.8	7.2	8.0	5.6	6.7	7.8	11.8	4.3	7.7	5.6	7.0
7-9 years	1.1	1.9	2.9	0.9	1.4	1.9	2.7	0.3	2.0	1.1	0.0	0.0	0.0	1.0	2.1	1.6	2.6	3.9	1.9	1.6	0.0	2.2	3.3	0.5	1.8
10 years or more	1.1	1.5	0.0	0.9	1.4	1.4	0.7	0.7	1.6	0.0	0.0	0.0	1.9	0.5	0.3	1.8	1.7	2.6	1.4	1.4	0.0	1.1	1.7	0.7	3.5
not applicable	2.4	1.4	5.9	2.6	1.7	1.7	0.7	1.3	1.9	3.3	0.0	0.0	0.0	1.7	1.0	2.0	1.7	1.7	0.9	3.0	2.9	2.2	1.4	2.3	1.8
Taken educational leave or a sabbatical																									
3 years or fewer	11.3	8.8	20.6	9.1	9.9	8.5	10.1	8.5	10.0	7.7	3.6	13.6	13.2	9.7	10.4	9.6	7.2	7.3	10.9	11.4	8.8	6.5	9.4	10.4	12.3
4-6 years	3.8	4.8	2.9	3.4	4.5	3.9	4.1	4.9	3.9	4.4	3.6	9.1	3.8	2.9	5.5	4.7	2.9	6.4	4.6	2.0	0.0	3.3	4.2	3.8	0.0
7-9 years	2.5	3.3	0.0	1.3	3.2	3.5	2.7	3.9	2.8	1.1	3.6	4.5	0.9	2.6	1.7	3.9	3.4	3.9	3.0	2.4	0.0	3.3	3.5	2.2	1.8
10 years or more	21.8	33.5	2.9	12.9	29.0	35.6	30.4	34.9	27.8	19.8	39.3	13.6	10.4	20.7	25.6	32.7	39.8	41.6	31.1	21.8	38.2	14.1	31.0	23.8	28.1
not applicable	59.5	47.3	70.6	72.8	51.8	46.6	52.0	46.6	53.9	65.9	50.0	59.1	71.7	62.2	56.1	47.3	45.3	39.9	49.2	60.6	50.0	71.7	50.3	58.6	54.4
Engaged in scholarly ... contribution to my field																									
3 years or fewer	37.3	35.3	38.2	30.6	39.2	35.4	31.8	38.1	37.1	26.4	14.3	13.6	34.0	40.6	34.6	36.4	32.1	55.8	41.1	28.6	26.5	28.3	43.1	29.2	40.4
4-6 years	11.6	9.2	8.8	11.2	10.0	10.3	7.4	10.4	9.4	14.3	14.3	9.1	13.2	7.1	10.4	11.9	8.9	14.2	9.0	9.4	2.9	2.2	10.1	9.0	10.5
7-9 years	3.2	6.4	2.9	4.3	3.9	7.2	6.1	9.4	4.3	3.3	7.1	0.0	1.9	5.9	3.5	4.6	7.4	4.3	5.8	3.0	8.8	3.3	5.0	3.4	5.3
10 years or more	16.2	20.6	5.9	9.9	18.0	24.2	22.3	17.6	18.9	19.8	32.1	22.7	8.5	13.8	14.9	20.2	29.5	15.9	21.3	21.2	14.7	10.9	21.3	17.0	14.0
not applicable	30.9	27.0	41.2	43.5	27.9	22.6	31.8	24.1	29.4	36.3	32.1	54.5	40.6	31.4	36.0	26.3	22.1	9.0	22.3	36.6	47.1	55.4	19.5	40.7	29.8
Participated in an internship or exchange program																									
3 years or fewer	13.2	10.2	20.6	14.2	10.2	10.4	12.2	9.4	12.0	7.7	3.6	9.1	15.1	13.5	10.4	9.4	10.6	11.6	13.7	11.6	5.9	6.5	11.6	11.8	19.3
4-6 years	3.0	3.5	5.9	1.7	2.7	4.1	4.1	2.0	3.4	3.3	7.1	4.5	1.9	2.6	2.8	3.9	3.4	5.2	3.2	1.4	2.9	6.5	3.2	3.9	0.0
7-9 years	2.6	2.3	0.0	1.7	2.3	2.7	3.4	3.3	2.3	0.0	0.0	4.5	0.0	3.3	1.4	2.3	2.9	4.3	2.1	1.8	2.9	2.2	2.4	2.5	1.8
10 years or more	16.1	23.3	5.9	9.9	21.7	23.4	20.3	22.5	19.9	17.6	32.1	9.1	10.4	15.4	17.0	22.8	28.1	27.0	23.0	17.4	14.7	12.0	22.5	17.4	15.8
not applicable	62.9	58.7	64.7	71.1	61.7	57.4	57.4	61.2	60.4	71.4	57.1	72.7	69.8	64.1	66.8	59.5	53.9	50.6	56.1	65.6	70.6	72.8	58.2	63.1	61.4

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Indicate the number of years it has been since you participated in the following activities.

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Developed a new course																									
3 years or fewer	53.7	52.3	41.2	47.8	55.4	54.4	50.0	32.2	60.3	34.1	17.9	31.8	44.3	54.4	53.6	52.4	55.9	64.8	61.0	57.4	64.7	65.2	56.0	66.1	59.6
4-6 years	14.6	13.7	11.8	12.1	15.0	13.2	16.2	9.8	15.2	18.7	3.6	13.6	5.7	10.2	13.8	18.4	14.3	14.2	17.9	14.6	11.8	9.8	17.5	13.1	10.5
7-9 years	3.8	5.4	2.9	0.9	5.2	5.0	6.1	5.2	4.3	7.7	0.0	9.1	0.9	4.0	2.1	7.0	4.6	5.2	4.6	3.8	2.9	1.1	5.6	2.9	3.5
10 years or more	5.7	9.3	0.0	3.0	7.0	10.4	12.2	8.8	7.4	8.8	3.6	9.1	2.8	4.5	6.2	7.6	14.3	9.9	7.7	7.6	0.0	3.3	10.1	4.5	3.5
not applicable	21.6	17.8	44.1	35.8	16.5	15.9	15.5	42.7	12.0	30.8	75.0	36.4	46.2	25.7	23.9	13.8	10.0	5.6	8.1	15.6	20.6	20.7	10.1	12.5	22.8
Significantly revised a course ... in my field																									
3 years or fewer	68.1	62.6	58.8	62.9	65.2	68.9	63.5	35.2	74.8	44.0	21.4	54.5	56.6	62.2	64.0	68.1	68.2	77.7	77.0	71.4	79.4	73.9	72.7	79.7	66.7
4-6 years	7.4	8.3	0.0	7.3	8.3	7.9	8.1	6.2	8.5	12.1	0.0	0.0	1.9	6.7	9.0	9.9	7.4	7.7	9.0	8.8	5.9	5.4	8.0	8.6	8.8
7-9 years	1.9	3.2	0.0	1.7	2.4	2.7	4.1	3.3	2.2	2.2	3.6	4.5	1.9	4.0	1.7	1.6	2.9	2.1	1.6	3.4	0.0	0.0	2.7	1.3	5.3
10 years or more	2.5	5.1	2.9	1.3	4.2	4.3	6.8	5.9	3.6	3.3	3.6	4.5	1.9	2.6	1.7	4.6	7.2	5.2	3.7	3.2	0.0	3.3	5.4	1.6	0.0
not applicable	19.7	19.3	38.2	26.7	19.0	15.9	16.2	48.5	10.4	37.4	71.4	36.4	37.7	23.8	23.5	15.1	13.5	6.0	8.4	12.6	14.7	17.4	10.7	8.2	17.5
Significantly revised a course ... general ed.																									
3 years or fewer	48.3	43.4	38.2	40.5	47.1	45.6	46.6	24.8	52.1	31.9	7.1	31.8	36.8	43.7	43.3	45.7	51.3	57.1	58.2	47.6	50.0	47.8	54.7	48.9	52.6
4-6 years	8.8	8.5	5.9	7.8	8.9	7.9	10.8	5.2	9.3	9.9	0.0	0.0	8.5	7.1	8.7	10.1	7.2	7.3	10.4	10.0	8.8	4.3	8.2	10.9	8.8
7-9 years	2.1	4.6	0.0	1.7	3.1	3.3	8.1	3.9	3.3	2.2	3.6	9.1	0.0	4.3	3.1	3.3	4.3	1.7	3.7	2.6	0.0	5.4	3.9	2.9	1.8
10 years or more	3.8	6.7	2.9	3.0	5.8	6.6	4.7	5.5	5.4	5.5	7.1	9.1	1.9	5.0	3.1	6.0	8.6	6.0	6.0	5.2	5.9	3.3	6.8	3.4	7.0
not applicable	35.7	34.6	52.9	45.7	33.6	34.6	28.4	58.3	28.5	49.5	78.6	50.0	50.0	39.2	40.5	33.8	26.4	27.0	20.0	32.8	35.3	39.1	24.8	33.0	26.3
Completed a university credit course																									
3 years or fewer	46.7	28.9	76.5	59.1	38.1	27.3	20.9	35.2	37.5	36.3	21.4	36.4	56.6	46.8	47.1	31.7	19.8	21.5	41.5	39.8	41.2	54.3	32.0	44.8	43.9
4-6 years	17.9	15.7	20.6	19.0	16.0	17.6	13.5	14.3	17.0	19.8	17.9	9.1	20.8	17.6	15.9	15.3	16.9	15.9	15.5	19.4	11.8	13.0	16.6	16.5	21.1
7-9 years	11.1	12.9	0.0	9.1	13.0	12.0	13.5	13.4	11.6	12.1	17.9	9.1	7.5	10.0	8.7	15.6	12.9	8.2	13.2	11.6	14.7	12.0	13.0	10.0	10.5
10 years or more	18.5	34.3	0.0	8.2	27.4	36.2	37.8	31.3	27.2	20.9	39.3	36.4	11.3	19.2	20.8	30.2	44.1	42.1	25.8	24.2	23.5	17.4	31.9	22.0	19.3
not applicable	5.1	6.7	2.9	4.3	4.8	6.8	12.2	5.9	5.8	11.0	0.0	9.1	3.8	6.2	6.6	6.0	6.0	12.0	3.0	3.8	8.8	3.3	5.4	5.9	5.3

Indicate the number of years it has been since you participated in the following activities.

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Participated in ... teaching experiment																									
3 years or fewer	54.6	47.7	58.8	48.7	51.3	52.2	45.9	33.2	56.7	29.7	32.1	36.4	40.6	53.0	50.5	50.7	51.3	65.2	60.3	53.0	52.9	48.9	58.0	54.5	63.2
4-6 years	9.5	7.4	2.9	6.0	8.8	8.3	9.5	6.5	8.5	12.1	7.1	9.1	6.6	7.4	4.8	10.7	8.3	7.3	9.3	9.8	8.8	2.2	9.1	8.1	8.8
7-9 years	3.6	4.1	2.9	3.4	3.8	4.1	5.4	5.9	3.3	5.5	3.6	4.5	4.7	3.1	3.5	4.6	4.0	1.7	4.2	3.2	5.9	2.2	4.1	2.7	1.8
10 years or more	8.5	13.1	0.0	4.3	11.8	14.5	11.5	8.5	11.7	12.1	14.3	13.6	3.8	8.8	9.3	12.5	16.0	13.7	12.8	11.4	5.9	8.7	14.4	10.4	1.8
not applicable	22.9	26.2	35.3	36.2	23.5	20.1	27.0	45.0	19.0	39.6	42.9	36.4	44.3	27.3	31.1	20.2	19.8	11.6	12.5	21.4	26.5	38.0	13.9	23.5	22.8
Had an article published...																									
3 years or fewer	12.5	14.6	17.6	12.5	13.5	14.3	12.2	17.9	13.2	8.8	3.6	0.0	11.3	16.2	12.1	14.5	10.6	26.6	14.6	8.0	5.9	5.4	17.2	9.0	8.8
4-6 years	5.2	5.8	5.9	4.7	5.6	5.4	7.4	6.5	5.1	5.5	17.9	4.5	3.8	5.7	6.2	5.9	4.9	10.3	5.8	3.2	0.0	1.1	5.7	3.8	7.0
7-9 years	3.2	5.0	2.9	1.3	4.8	4.4	4.7	7.2	3.8	4.4	0.0	0.0	2.8	4.3	1.7	5.9	4.3	6.4	4.6	2.4	0.0	1.1	5.3	2.2	3.5
10 years or more	21.9	28.5	8.8	9.9	25.0	34.8	27.0	28.0	25.6	16.5	42.9	18.2	11.3	19.7	20.1	29.1	35.8	35.6	29.2	22.8	11.8	14.1	30.2	21.0	19.3
not applicable	56.1	44.5	64.7	71.6	50.0	39.8	48.6	39.7	51.4	63.7	32.1	77.3	70.8	53.4	58.8	43.9	43.8	19.7	45.0	62.6	79.4	78.3	40.9	63.1	61.4
Authored ... published book in my field																									
3 years or fewer	12.0	12.6	8.8	12.5	11.2	13.0	16.2	7.8	14.4	3.3	3.6	0.0	7.5	10.9	10.7	13.8	14.3	23.6	12.5	12.6	11.8	12.0	16.5	12.7	8.8
4-6 years	3.0	3.6	5.9	3.0	3.3	3.9	2.0	4.6	3.3	1.1	0.0	4.5	3.8	2.4	2.8	4.6	2.6	5.6	2.8	3.0	0.0	2.2	3.9	2.7	3.5
7-9 years	2.0	4.3	2.9	1.3	3.6	3.7	4.1	2.3	3.5	3.3	0.0	4.5	3.8	2.1	2.4	3.9	4.0	5.2	3.9	3.2	2.9	1.1	4.2	2.2	5.3
10 years or more	16.1	20.8	5.9	9.5	19.4	23.2	20.3	19.9	18.8	13.2	39.3	13.6	7.5	15.4	15.9	21.3	25.2	26.6	21.8	15.2	11.8	15.2	22.5	15.4	10.5
not applicable	66.0	57.0	76.5	73.7	61.2	55.5	56.8	64.8	59.0	78.0	57.1	77.3	77.4	68.6	67.8	55.1	52.7	37.8	58.2	64.6	73.5	69.6	51.8	66.1	71.9
Applied ...for research grant...																									
3 years or fewer	16.7	14.0	14.7	16.4	16.0	14.1	8.8	22.8	13.6	13.2	7.1	4.5	10.4	20.7	16.3	11.7	13.5	20.6	16.7	9.8	5.9	7.6	14.4	11.1	15.8
4-6 years	3.0	4.1	2.9	2.6	3.5	4.1	4.1	3.9	3.3	5.5	3.6	4.5	3.8	2.9	4.2	4.1	3.4	7.7	4.2	1.4	2.9	1.1	4.5	1.6	7.0
7-9 years	2.2	3.5	2.9	0.9	3.2	3.5	2.7	2.6	2.9	2.2	3.6	4.5	0.0	3.6	2.8	3.1	2.9	5.6	3.5	1.8	0.0	10.9	3.3	2.3	0.0
10 years or more	14.2	20.2	8.8	5.6	17.6	22.6	21.6	14.7	18.6	14.3	28.6	4.5	5.7	12.8	11.4	21.3	25.5	23.2	21.1	17.4	11.8	79.3	23.6	14.0	14.0
not applicable	63.0	56.7	70.6	74.1	59.0	54.5	62.8	55.4	60.7	64.8	57.1	81.8	80.2	59.6	64.7	59.0	53.9	41.6	54.1	68.6	79.4	1.1	53.6	69.9	63.2

Indicate the number of years it has been since you participated in the following activities.

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Participated in planning ... conference, etc.																									
3 years or fewer	63.8	55.0	44.1	63.8	59.5	58.6	52.0	79.2	54.1	68.1	53.6	54.5	54.7	65.8	68.9	54.6	52.4	63.5	56.4	49.6	38.2	54.3	52.3	54.3	70.2
4-6 years	10.3	9.3	8.8	7.3	11.0	10.1	8.8	7.5	10.4	14.3	3.6	4.5	5.7	8.3	8.0	12.8	10.0	7.7	10.7	12.2	11.8	6.5	10.7	10.2	7.0
7-9 years	5.1	5.8	2.9	1.3	5.8	6.0	10.8	4.2	6.0	2.2	10.7	4.5	2.8	3.1	1.7	8.9	6.3	5.6	7.4	5.8	2.9	3.3	6.8	5.7	3.5
10 years or more	5.9	10.1	5.9	3.4	6.8	11.8	11.5	2.9	9.4	4.4	14.3	9.1	4.7	5.2	5.2	8.6	13.8	11.6	10.4	9.2	11.8	1.1	12.4	6.8	1.8
not applicable	14.3	18.3	38.2	24.1	16.3	12.6	16.9	6.2	19.3	11.0	17.9	27.3	32.1	17.1	15.2	14.5	17.2	10.7	14.4	22.2	35.3	34.8	17.4	21.7	17.5
Participated in colloquy...																									
3 years or fewer	51.9	45.3	44.1	44.0	48.3	51.6	44.6	62.5	45.6	42.9	39.3	45.5	36.8	52.0	51.2	48.3	44.1	55.8	51.0	40.8	32.4	35.9	49.8	40.1	54.4
4-6 years	6.9	8.2	2.9	5.6	7.9	9.7	6.1	8.1	8.2	4.4	3.6	4.5	3.8	7.1	6.2	9.1	9.5	7.3	10.0	8.2	2.9	5.4	9.4	7.3	1.8
7-9 years	3.2	4.8	2.9	2.2	4.8	4.1	4.7	2.6	4.3	4.4	7.1	13.6	0.0	3.1	3.1	4.4	7.2	4.7	4.4	4.6	0.0	3.3	5.1	3.8	1.8
10 years or more	7.2	11.3	5.9	5.2	9.2	11.6	10.8	6.2	9.9	9.9	28.6	0.0	4.7	6.9	7.3	11.2	12.6	11.6	9.0	11.2	11.8	5.4	10.4	9.3	8.8
not applicable	29.7	29.0	44.1	42.7	28.9	22.2	32.4	19.2	31.2	38.5	21.4	36.4	53.8	30.4	31.8	26.2	25.5	19.3	24.6	34.4	52.9	50.0	24.2	38.9	31.6
Served on a prof. committee outside the college																									
3 years or fewer	54.0	47.8	26.5	49.1	52.0	53.4	37.2	77.5	44.2	58.2	35.7	54.5	39.6	57.2	55.4	48.1	45.8	48.9	49.7	39.2	52.9	34.8	39.1	48.7	43.9
4-6 years	8.8	8.5	5.9	7.3	8.9	9.3	8.8	5.2	9.5	8.8	10.7	4.5	5.7	4.8	8.7	10.9	10.3	8.2	10.9	9.2	5.9	12.0	9.1	10.4	5.3
7-9 years	3.5	5.0	2.9	2.6	3.8	4.8	6.1	3.3	4.6	1.1	3.6	0.0	0.9	3.1	3.5	5.4	4.9	4.3	5.1	4.0	8.8	1.1	5.1	3.8	3.5
10 years or more	8.4	13.0	5.9	4.3	9.8	15.5	16.2	6.2	12.0	9.9	17.9	13.6	3.8	7.8	7.3	12.4	17.5	12.0	11.6	13.8	8.8	8.7	15.0	9.7	10.5
not applicable	24.9	24.0	58.8	36.6	24.9	15.7	31.1	7.5	29.1	19.8	28.6	27.3	49.1	26.8	25.3	22.1	20.3	25.8	22.3	32.8	23.5	43.5	31.0	26.7	36.8

Will you pursue professional development in the upcoming year?

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Yes	91.1	83.7	94.1	93.1	89.3	84.7	75.7	90.9	86.4	89.0	85.7	95.5	91.5	93.1	90.7	86.2	79.1	87.1	87.0	83.0	97.1	94.6	84.1	89.7	89.9
No	6.7	13.7	5.9	6.0	8.9	13.3	21.6	7.5	11.6	8.8	14.3	4.5	7.5	5.5	6.9	12.0	18.9	11.2	11.4	14.6	2.9	4.3	14.0	8.8	8.7

Indicate the importance to you of the following professional goals.

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Become more effective at my job																									
Unimportant	0.3	0.6	0.0	0.0	0.6	0.4	0.7	1.0	0.4	0.0	0.0	0.0	0.0	0.5	1.0	0.3	0.3	0.4	0.0	0.8	0.0	0.0	0.6	0.2	0.0
Somewhat unimportant	0.3	0.4	2.9	0.4	0.1	0.2	0.7	1.0	0.2	0.0	0.0	0.0	0.9	0.2	0.0	0.5	0.3	0.4	0.5	0.0	0.0	0.0	0.5	0.0	0.0
Somewhat important	2.6	4.5	0.0	2.6	3.2	3.5	8.1	3.3	3.6	3.3	7.1	4.5	0.9	3.6	2.1	3.7	5.4	3.9	3.2	3.6	8.8	1.1	3.8	3.2	0.0
Important	96.8	93.0	97.1	96.6	95.8	95.6	87.8	94.5	95.2	96.7	92.9	95.5	97.2	95.5	96.9	95.1	92.6	94.0	95.8	95.2	91.2	97.8	94.6	96.2	98.2
Not a goal	0.1	0.5	0.0	0.0	0.2	0.0	2.7	0.3	0.4	0.0	0.0	0.0	0.9	0.0	0.0	0.2	1.1	0.9	0.5	0.2	0.0	0.0	0.5	0.2	1.8
Become more knowledgeable in my field																									
Unimportant	0.3	0.6	2.9	0.4	0.5	0.2	0.7	1.0	0.4	0.0	0.0	0.0	0.9	0.5	0.3	0.5	0.3	0.9	0.2	0.4	0.0	0.0	0.6	0.2	0.0
Somewhat unimportant	0.5	0.8	0.0	0.4	0.5	1.2	0.0	0.7	0.7	0.0	0.0	0.0	0.9	0.5	0.7	0.7	0.6	1.7	0.2	0.6	2.9	0.0	0.8	0.5	1.8
Somewhat important	4.9	7.4	2.9	4.7	6.1	7.0	10.8	6.8	6.7	4.4	7.1	0.0	3.8	5.7	4.2	6.3	10.3	5.6	6.0	9.0	5.9	1.1	8.3	5.4	5.3
Important	93.9	89.2	91.2	93.5	92.6	90.7	85.8	90.2	91.4	95.6	92.9	100.0	92.5	93.1	94.5	91.7	87.1	91.4	92.6	89.0	91.2	97.8	89.6	93.5	87.7
Not a goal	0.3	0.4	0.0	0.0	0.0	0.4	2.0	0.7	0.2	0.0	0.0	0.0	0.9	0.0	0.3	0.2	0.6	0.0	0.2	0.4	0.0	0.0	0.0	0.2	3.5
Obtain a higher degree																									
Unimportant	9.4	13.7	0.0	4.3	11.4	14.1	18.2	11.4	11.9	6.6	25.0	13.6	6.6	5.2	11.4	13.5	18.6	6.4	12.8	14.0	17.6	6.5	11.2	13.1	3.5
Somewhat unimportant	8.7	9.7	8.8	8.2	11.8	6.8	8.1	5.9	10.0	12.1	10.7	9.1	7.5	8.8	9.7	9.6	10.3	1.3	12.1	13.6	5.9	8.7	9.4	10.8	10.5
Somewhat important	19.7	15.5	17.6	28.4	18.8	12.8	9.5	13.7	17.5	20.9	25.0	27.3	22.6	21.4	18.3	17.1	10.3	1.7	16.5	24.0	20.6	27.2	13.4	23.1	19.3
Important	30.5	17.2	67.6	47.4	25.2	10.8	6.1	22.1	23.4	26.4	3.6	27.3	47.2	37.5	28.4	15.3	8.3	2.6	26.9	24.0	35.3	46.7	21.0	25.4	40.4
Not a goal	31.6	42.8	5.9	11.2	32.7	54.9	58.1	46.9	37.0	34.1	35.7	22.7	16.0	27.1	31.8	44.2	52.4	87.1	31.8	24.0	20.6	10.9	44.6	27.4	26.3
Obtain higher rank																									
Unimportant	5.7	10.3	5.9	3.0	7.5	9.7	13.5	7.8	8.4	4.4	14.3	4.5	3.8	4.3	6.2	9.4	13.8	3.9	10.0	8.2	8.8	9.8	8.0	8.8	3.5
Somewhat unimportant	7.1	8.3	5.9	5.6	8.6	6.8	10.8	6.5	7.5	8.8	21.4	18.2	10.4	5.7	8.3	7.6	8.6	0.9	8.4	10.2	2.9	9.8	6.0	9.9	7.0
Somewhat important	21.1	18.4	8.8	25.0	23.2	16.6	10.8	18.9	19.8	24.2	25.0	27.3	25.5	24.5	20.4	19.0	14.9	4.3	18.6	26.4	35.3	22.8	18.3	20.8	28.1
Important	43.6	28.6	76.5	62.1	36.5	23.6	16.2	32.9	35.8	40.7	14.3	36.4	52.8	55.6	43.6	25.5	14.6	20.6	35.5	40.0	44.1	47.8	33.2	39.1	38.6
Not a goal	22.4	33.2	2.9	4.3	23.8	42.9	48.6	33.6	28.3	22.0	25.0	13.6	7.5	9.7	21.5	37.7	48.1	70.0	27.6	14.8	8.8	9.8	34.3	21.3	22.8

Indicate the importance to you of the following professional goals.

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Obtain an administrative position																									
Unimportant	16.0	18.7	17.6	13.8	17.6	17.6	18.2	2.9	20.7	13.2	21.4	9.1	8.5	13.1	17.3	18.2	22.9	8.6	23.2	23.2	20.6	27.2	21.6	21.1	15.8
Somewhat unimportant	6.9	5.8	11.8	11.6	5.7	6.0	2.7	2.0	7.4	6.6	0.0	9.1	13.2	7.8	8.0	5.4	3.4	6.4	7.2	8.4	8.8	6.5	6.2	8.4	8.8
Somewhat important	9.9	7.4	11.8	11.6	9.4	6.6	4.7	1.0	9.3	17.6	14.3	13.6	9.4	10.7	9.0	8.0	4.9	9.0	10.7	9.0	11.8	5.4	8.5	9.9	14.0
Important	6.9	5.9	11.8	9.9	6.4	5.4	2.7	7.2	5.5	15.4	7.1	18.2	10.4	8.6	7.6	5.9	2.9	8.6	5.1	4.6	0.0	6.5	4.8	6.3	3.5
Not a goal	56.6	58.8	44.1	48.3	58.1	61.7	67.6	72.3	56.5	45.1	50.0	50.0	53.8	55.3	54.3	60.8	63.3	67.0	53.6	53.8	58.8	54.3	58.0	54.3	57.9
Obtain a position at a four-year college																									
Unimportant	18.4	19.9	20.6	20.3	17.6	19.7	20.9	11.1	20.7	18.7	21.4	13.6	14.2	15.9	17.0	20.8	22.9	10.3	23.2	22.6	17.6	26.1	20.4	21.3	22.8
Somewhat unimportant	9.9	8.3	20.6	13.8	10.4	6.0	2.0	6.8	9.6	7.7	3.6	9.1	10.4	13.5	12.1	7.0	3.7	6.4	10.2	10.6	17.6	8.7	9.2	10.0	10.5
Somewhat important	9.3	9.3	14.7	14.2	10.5	7.2	5.4	9.4	9.6	7.7	10.7	9.1	7.5	13.8	12.1	7.8	5.7	12.4	9.5	8.6	8.8	9.8	10.3	9.5	8.8
Important	5.8	5.6	8.8	7.8	6.0	3.9	4.7	4.2	5.9	6.6	3.6	9.1	5.7	7.1	5.9	5.5	4.0	11.6	6.7	4.2	0.0	2.2	6.8	5.0	3.5
Not a goal	56.4	55.7	35.3	43.5	55.5	62.9	66.2	68.4	53.7	59.3	60.7	59.1	62.3	49.6	52.9	58.5	63.3	58.4	50.3	53.4	55.9	53.3	52.9	53.9	52.6
Obtain a position in a non-academic setting																									
Unimportant	20.0	20.4	32.4	23.3	19.4	19.5	16.9	10.7	22.3	18.7	17.9	9.1	18.9	20.4	17.3	19.5	22.9	12.9	25.8	23.4	14.7	26.1	22.8	21.3	22.8
Somewhat unimportant	6.7	7.5	17.6	8.6	8.6	4.6	3.4	8.1	7.1	3.3	3.6	22.7	4.7	8.3	8.0	7.8	4.6	5.2	6.7	8.4	5.9	9.8	5.9	8.6	10.5
Somewhat important	6.6	6.6	8.8	9.5	6.7	5.2	6.1	5.5	6.8	5.5	10.7	0.0	5.7	5.9	11.8	5.9	4.3	5.2	5.3	7.6	11.8	13.0	5.1	9.3	5.3
Important	2.8	2.9	0.0	4.3	2.7	2.1	6.1	4.2	2.5	4.4	0.0	9.1	0.0	2.9	4.8	3.1	2.3	3.9	3.0	1.6	2.9	3.3	2.0	3.2	0.0
Not a goal	63.5	61.3	41.2	53.4	62.4	68.1	66.9	71.0	60.7	68.1	67.9	59.1	70.8	62.0	58.1	63.4	65.3	72.5	58.9	58.2	64.7	47.8	63.9	57.5	56.1
Obtain a full-time teaching position																									
Unimportant	4.7	5.8	8.8	3.4	4.2	6.0	8.8	6.2	4.6	11.0	3.6	4.5	3.8	5.9	4.8	5.7	4.0	2.1	5.3	4.6	5.9	4.3	4.1	5.2	3.5
Somewhat unimportant	0.5	0.8	2.9	0.4	0.5	0.6	0.7	1.3	0.3	3.3	0.0	0.0	0.9	0.7	0.0	0.8	0.6	0.4	0.5	0.2	0.0	0.0	0.5	0.2	0.0
Somewhat important	1.5	0.7	0.0	1.7	1.2	0.4	1.4	1.6	0.7	1.1	3.6	4.5	0.9	1.2	2.4	0.7	0.3	0.0	0.2	1.2	5.9	0.0	0.8	0.5	1.8
Important	3.2	1.9	8.8	2.2	2.6	2.3	1.4	1.6	2.6	2.2	3.6	4.5	5.7	3.8	3.8	1.5	0.6	0.9	2.3	3.0	0.0	6.5	2.6	2.0	7.0
Not a goal	69.7	74.4	52.9	69.8	73.6	73.9	75.0	76.2	71.6	79.1	71.4	81.8	67.9	69.8	73.4	73.5	75.9	82.0	71.0	68.2	67.6	71.7	71.6	72.8	73.7

How likely is it that you will actually pursue each of the following if given the opportunity?

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
University credit courses																								
Unlikely	13.0	25.3	2.9	6.0	16.7	25.7	39.2	25.1	19.2	12.1	21.4	9.1	3.8	13.1	15.2	23.4	30.4	36.1	18.8	12.4	26.5	9.8	21.1	16.7	8.8
Somewhat unlikely	6.4	11.2	0.0	5.2	9.2	10.4	15.5	11.7	8.3	13.2	17.9	9.1	4.7	5.7	8.7	10.6	13.5	10.3	10.9	6.8	5.9	2.2	9.5	7.2	3.5
Somewhat likely	17.2	18.8	8.8	13.8	19.8	18.8	15.5	16.6	17.7	18.7	35.7	27.3	10.4	12.6	20.1	20.2	20.3	14.2	17.6	19.8	14.7	17.4	17.8	17.7	14.0
Likely	59.5	38.9	85.3	73.3	51.0	38.3	20.3	41.4	50.0	52.7	25.0	50.0	77.4	64.4	53.3	40.3	30.1	22.7	49.7	59.6	50.0	70.7	45.8	55.2	68.4
Does not apply	3.1	4.4	2.9	1.3	2.6	5.8	8.1	3.9	3.9	3.3	0.0	4.5	2.8	3.3	2.1	4.9	4.6	16.7	1.9	0.6	0.0	0.0	5.0	2.2	5.3
Non-credit courses																								
Unlikely	17.7	22.4	23.5	16.4	20.6	20.9	26.4	17.3	21.6	14.3	14.3	22.7	11.3	20.9	19.0	19.8	25.5	27.0	22.7	19.0	14.7	18.5	27.5	15.6	15.8
Somewhat unlikely	12.7	15.3	8.8	15.1	15.0	13.7	13.5	15.6	13.8	16.5	21.4	13.6	14.2	13.1	15.9	15.8	12.0	13.7	15.1	13.4	8.8	13.0	15.6	12.5	7.0
Somewhat likely	26.2	24.3	23.5	29.3	25.5	25.0	22.3	22.8	26.1	23.1	25.0	31.8	23.6	24.0	28.0	25.9	24.6	20.2	24.1	30.2	26.5	25.0	24.0	27.4	38.6
Likely	40.4	32.7	44.1	36.2	35.4	36.4	31.8	40.1	34.6	42.9	39.3	22.7	45.3	39.4	33.6	34.0	34.1	31.8	34.3	35.2	47.1	40.2	28.4	41.6	35.1
Does not apply	2.0	3.5	0.0	2.6	2.5	3.3	4.1	2.3	3.0	2.2	0.0	9.1	4.7	2.1	2.4	3.4	2.3	6.4	2.8	1.8	0.0	3.3	3.5	2.3	3.5
Professional conferences																								
Unlikely	1.4	2.9	2.9	2.2	2.0	1.4	4.7	1.3	2.2	0.0	0.0	4.5	1.9	1.2	2.4	1.6	3.7	0.9	1.6	3.8	2.9	1.1	2.6	2.0	1.8
Somewhat unlikely	2.1	4.0	0.0	2.2	4.3	1.7	5.4	0.7	3.9	2.2	0.0	9.1	0.0	2.1	2.4	4.9	3.7	5.6	3.7	3.0	2.9	4.3	4.2	3.0	1.8
Somewhat likely	9.4	16.2	23.5	18.1	12.0	12.4	14.9	9.4	14.3	9.9	17.9	13.6	8.5	15.2	14.2	12.4	13.2	12.4	14.4	13.6	11.8	21.7	14.2	14.5	12.3
Likely	86.7	75.3	73.5	77.2	81.2	83.9	72.3	87.6	78.9	87.9	82.1	72.7	89.6	81.0	81.0	80.2	78.2	80.7	80.0	78.8	79.4	71.7	78.5	79.6	84.2
Does not apply	0.3	0.5	0.0	0.4	0.0	0.4	2.0	0.3	0.4	0.0	0.0	0.0	0.0	2.1	0.0	0.7	0.6	0.4	0.2	0.4	0.0	0.0	0.3	0.5	0.0
College-sponsored presentations...																								
Unlikely	3.7	5.5	0.0	4.3	4.3	4.4	7.4	2.3	5.3	1.1	10.7	4.5	1.9	2.1	3.8	5.7	6.9	6.0	4.4	6.6	2.9	3.3	6.5	3.8	1.8
Somewhat unlikely	3.2	6.7	5.9	6.0	5.7	4.1	4.7	2.3	5.9	5.5	0.0	0.0	1.9	4.8	4.5	5.4	6.9	4.7	5.8	6.2	5.9	8.7	5.9	5.7	5.3
Somewhat likely	14.8	21.6	26.5	20.7	18.0	18.4	20.9	11.1	21.3	8.8	14.3	18.2	12.3	18.3	18.7	21.1	18.6	21.5	18.6	21.6	29.4	28.3	20.2	22.9	17.5
Likely	76.6	63.2	67.6	67.7	70.2	71.6	62.2	80.5	66.0	82.4	75.0	77.3	81.1	72.9	72.0	65.7	65.6	65.2	70.1	64.4	58.8	59.8	65.9	66.1	73.7
Does not apply	1.0	1.2	0.0	0.9	0.6	1.4	2.7	1.6	1.0	1.1	0.0	0.0	1.9	0.2	0.7	1.6	1.1	1.7	0.5	1.0	0.0	0.0	0.9	0.9	1.8

How likely is it that you will actually pursue each of the following if given the opportunity?

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Internship or exchange in business/industry																									
Unlikely	30.9	37.1	35.3	28.4	32.6	36.9	44.6	37.8	34.3	26.4	42.9	27.3	29.2	31.1	32.5	35.6	42.4	39.1	33.9	36.2	29.4	19.6	39.9	26.7	40.4
Somewhat unlikely	13.4	14.5	14.7	13.4	15.2	13.2	14.2	13.0	14.3	18.7	10.7	13.6	14.2	14.7	13.1	13.5	15.5	12.0	15.3	14.8	20.6	12.0	15.1	13.6	19.3
Somewhat likely	14.2	14.5	11.8	17.7	15.7	12.2	11.5	11.1	15.1	14.3	10.7	27.3	13.2	16.4	14.2	15.0	11.2	14.2	13.9	14.6	17.6	22.8	12.5	19.0	12.3
Likely	23.9	20.8	23.5	28.4	22.1	21.3	14.2	20.2	23.0	17.6	10.7	22.7	23.6	20.9	30.1	21.1	16.9	19.3	22.3	23.4	20.6	32.6	16.9	30.8	14.0
Does not apply	17.3	11.6	11.8	12.1	13.6	15.7	14.9	17.3	12.8	20.9	25.0	9.1	19.8	16.2	10.0	14.3	12.6	14.2	13.9	11.0	8.8	13.0	14.5	9.7	14.0
Academic exchange																									
Unlikely	35.6	39.1	32.4	36.6	37.3	37.3	42.6	35.8	38.7	26.4	35.7	40.9	31.1	32.8	37.0	39.7	43.3	33.0	37.6	40.8	38.2	40.2	37.6	40.3	38.6
Somewhat unlikely	18.1	19.2	26.5	19.4	17.9	18.6	20.3	15.6	19.6	19.8	17.9	13.6	24.5	19.2	16.6	18.2	18.9	17.2	16.2	22.2	23.5	26.1	19.0	21.0	15.8
Somewhat likely	17.2	15.5	11.8	15.5	18.8	15.7	9.5	13.0	17.3	15.4	17.9	22.7	13.2	17.3	16.3	18.0	14.3	21.9	18.6	14.8	26.5	9.8	17.7	15.4	21.1
Likely	20.5	17.7	23.5	20.3	18.5	20.7	12.2	21.5	18.1	23.1	17.9	4.5	22.6	20.9	22.5	16.9	14.3	22.3	21.3	15.8	5.9	15.2	20.4	15.9	14.0
Does not apply	8.0	7.0	5.9	7.3	7.3	7.0	12.2	12.7	5.7	14.3	10.7	18.2	8.5	9.0	6.9	6.5	7.7	5.2	5.8	5.4	2.9	8.7	5.0	6.8	3.5
Research and scholarship																									
Unlikely	21.9	26.1	23.5	19.0	23.8	24.6	33.8	25.1	24.0	23.1	32.1	27.3	18.9	17.1	25.6	27.3	28.1	10.7	20.4	30.6	35.3	31.5	17.4	31.9	21.1
Somewhat unlikely	20.5	21.3	17.6	26.3	21.3	20.3	18.9	17.6	21.8	22.0	25.0	31.8	15.1	20.7	22.1	22.8	20.3	15.0	19.3	26.2	23.5	29.3	19.9	25.4	12.3
Somewhat likely	22.0	20.9	20.6	21.1	20.6	22.2	20.9	19.5	21.4	26.4	21.4	9.1	26.4	24.0	19.7	20.3	20.1	18.5	25.3	20.2	17.6	17.4	21.9	19.2	26.3
Likely	29.7	25.8	35.3	30.2	28.5	28.0	16.2	26.4	29.0	18.7	14.3	22.7	34.0	31.4	28.7	24.4	25.5	52.8	30.9	20.2	14.7	16.3	37.8	18.6	35.1
Does not apply	5.6	4.4	2.9	3.4	5.0	4.8	8.8	9.8	3.5	9.9	7.1	9.1	4.7	5.9	3.8	4.9	5.4	3.0	3.7	2.6	5.9	5.4	2.6	4.7	5.3
Formal colloquia or symposia with colleagues																									
Unlikely	14.7	22.7	23.5	19.4	19.3	15.7	29.1	12.4	20.7	20.9	21.4	18.2	15.1	15.0	19.0	21.1	22.6	12.9	16.5	24.2	32.4	29.3	17.1	24.2	15.8
Somewhat unlikely	18.8	20.0	20.6	25.0	20.0	18.0	15.5	17.3	19.7	17.6	28.6	40.9	17.0	21.6	21.1	17.9	19.5	10.3	18.6	23.4	23.5	29.3	14.7	25.8	17.5
Somewhat likely	29.5	26.7	29.4	26.3	29.9	29.6	17.6	26.4	29.0	29.7	17.9	18.2	32.1	29.0	27.7	29.3	25.5	32.2	29.0	29.2	29.4	22.8	32.5	25.6	28.1
Likely	32.4	25.0	23.5	25.9	26.2	33.3	25.7	35.8	26.8	23.1	28.6	22.7	28.3	28.3	29.4	27.2	27.5	39.5	32.7	20.6	11.8	14.1	32.9	19.4	38.6
Does not apply	4.1	3.9	2.9	3.0	3.6	3.1	10.8	6.2	3.3	7.7	3.6	0.0	6.6	5.5	2.4	3.7	3.7	3.4	2.6	2.6	2.9	4.3	2.1	5.0	0.0

How likely is it that you will actually pursue each of the following if given the opportunity?

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Summer institutes, workshops, etc.																									
Unlikely	10.5	17.4	8.8	11.2	14.4	13.3	27.0	12.7	14.9	9.9	14.3	31.8	4.7	10.9	13.8	16.6	19.5	15.9	14.6	15.0	11.8	10.9	16.6	13.3	10.5
Somewhat unlikely	9.3	14.5	14.7	9.1	13.2	12.4	11.5	12.7	11.9	17.6	17.9	9.1	11.3	12.1	10.4	13.0	12.9	10.3	10.4	12.6	11.8	17.4	11.8	12.4	10.5
Somewhat likely	27.3	25.8	26.5	32.8	27.4	25.7	18.9	25.1	26.5	31.9	35.7	36.4	27.4	29.2	29.1	26.8	22.9	21.9	26.7	28.2	32.4	31.5	24.8	28.0	35.1
Likely	49.0	36.2	44.1	43.5	41.1	43.7	33.1	42.0	42.8	35.2	25.0	18.2	50.0	43.0	43.6	39.5	38.1	45.9	44.1	42.4	41.2	37.0	43.8	41.4	43.9
Does not apply	2.5	3.7	2.9	3.4	2.3	3.3	7.4	4.9	2.5	5.5	7.1	4.5	3.8	3.6	2.8	2.6	3.7	4.7	1.4	1.2	2.9	3.3	1.7	3.2	0.0

When you decide not to participate in a prof. development ... which of the following tends to be the single greatest factor influencing that decision?

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Lack of interest	7.9	10.9	8.8	10.3	9.2	10.4	10.8	11.1	9.0	14.3	10.7	18.2	10.4	8.1	10.7	9.3	11.7	9.4	9.5	9.2	2.9	10.9	10.4	9.1	10.4
Inconvenient due to personal circumstances	10.5	7.6	2.9	10.8	10.0	7.2	8.1	3.9	10.0	9.9	0.0	22.7	9.4	10.5	8.0	9.4	7.2	7.7	8.4	13.4	5.9	6.5	11.4	7.5	8.5
Lack of money	28.6	28.3	23.5	32.8	29.4	30.6	16.9	28.7	28.4	34.1	35.7	27.3	22.6	26.6	31.1	31.5	27.2	31.8	31.6	27.2	35.3	15.2	29.6	28.0	30.3
Lack of time	45.1	42.2	52.9	37.9	43.7	42.9	52.7	49.5	43.1	35.2	53.6	22.7	46.2	45.8	42.6	41.8	45.0	42.1	42.0	41.0	52.9	55.4	40.0	46.4	44.5
Other	4.6	5.5	5.9	4.3	5.1	5.0	6.1	3.6	5.8	1.1	0.0	9.1	6.6	6.4	4.5	4.1	5.2	5.6	5.6	4.8	2.9	8.7	5.3	5.8	3.8

Please rate the effectiveness of each of the following for keeping you up-to-date with new developments in your field ....

FULL-TIME RESPONDENTS			Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30		40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
University credit courses																									
Ineffective	6.8	13.2	5.9	5.6	8.8	13.3	16.2	15.6	9.3	5.5	10.7	9.1	5.7	9.0	9.0	10.9	13.2	12.4	7.4	7.6	17.6	8.7	7.4	11.8	5.3
Somewhat ineffective	7.7	10.9	0.0	5.6	11.5	9.3	8.8	7.5	10.0	13.2	10.7	9.1	3.8	6.9	9.7	11.9	10.9	8.6	8.8	11.2	8.8	14.1	8.8	11.8	8.8
Somewhat effective	30.9	30.3	35.3	32.8	29.6	32.3	27.9	35.8	29.8	29.7	25.0	13.6	33.0	29.5	29.1	29.1	35.0	23.6	34.6	29.6	32.4	29.3	29.0	31.5	22.8
Effective	42.7	26.4	47.1	42.7	35.5	29.4	24.3	26.4	35.2	41.8	21.4	45.5	44.3	41.1	34.3	31.9	26.6	26.6	38.7	37.8	29.4	35.9	36.0	33.7	47.4
Have not pursued	10.9	16.7	11.8	12.1	13.5	14.7	21.6	12.7	14.8	8.8	32.1	22.7	12.3	12.8	17.0	15.0	13.5	27.5	9.5	13.0	8.8	12.0	18.0	10.2	15.8

Please rate the effectiveness of each of the following for keeping you up-to-date with new developments in your field ....

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Non-credit courses																									
Ineffective	6.4	10.2	8.8	4.7	8.7	7.7	14.2	8.5	8.7	4.4	3.6	45.0	2.8	9.0	7.6	9.3	8.9	10.3	8.1	7.4	14.7	5.4	11.2	6.5	5.3
Somewhat ineffective	7.4	10.5	2.9	8.6	9.6	10.4	4.7	10.1	9.3	5.5	0.0	13.6	4.7	6.4	12.1	9.1	10.6	6.9	10.7	9.8	5.9	8.7	10.3	8.8	8.8
Somewhat effective	36.5	34.7	35.3	38.4	37.0	33.8	33.8	39.7	34.6	44.0	28.6	22.7	35.8	38.2	31.1	36.1	36.7	29.2	34.8	36.2	47.1	37.0	30.2	39.6	38.6
Effective	30.4	21.6	14.7	26.3	24.6	27.1	25.0	23.8	25.5	27.5	39.3	27.3	31.1	23.5	26.3	25.7	26.1	21.9	27.6	26.0	20.6	30.4	20.2	31.2	24.6
Have not pursued	18.8	20.6	38.2	22.0	19.3	19.7	20.3	16.0	21.3	16.5	25.0	31.8	24.5	22.3	21.5	19.2	16.9	30.5	18.6	20.2	11.8	18.5	27.5	13.4	22.8
Professional conferences																									
Ineffective	1.6	2.0	5.9	0.9	2.1	1.5	2.0	1.0	2.2	0.0	0.0	0.0	1.9	0.7	2.4	1.5	3.4	1.3	1.9	2.6	5.9	2.2	3.2	1.4	0.0
Somewhat ineffective	2.4	5.2	5.9	3.9	3.7	2.7	6.1	1.6	4.5	1.1	3.6	0.0	0.9	4.8	2.1	4.7	2.9	4.3	4.2	5.2	2.9	4.3	5.3	3.0	10.5
Somewhat effective	20.2	26.6	20.6	22.4	25.0	23.6	27.0	18.2	25.7	20.9	25.0	31.8	24.5	19.2	26.6	24.2	27.8	24.5	27.4	24.6	14.7	29.3	26.7	26.2	12.3
Effective	73.8	62.5	55.9	70.3	66.7	71.0	61.5	77.9	65.0	75.8	71.4	63.6	65.1	72.2	67.1	67.5	64.8	67.8	65.0	64.4	76.5	58.7	61.9	67.0	75.4
Have not pursued	1.5	2.1	11.8	2.2	1.8	0.6	2.7	0.0	2.3	0.0	0.0	4.5	6.6	2.1	1.4	1.6	0.6	1.7	1.4	2.6	0.0	5.4	2.3	2.2	1.8
On-campus presentations																									
Ineffective	7.7	9.7	8.8	9.9	8.8	8.1	10.8	4.2	10.3	4.4	7.1	0.0	5.7	6.7	8.0	9.6	12.0	11.6	10.7	10.0	2.9	9.8	11.3	9.5	0.0
Somewhat ineffective	12.1	17.0	5.9	16.4	14.0	15.3	15.5	9.8	16.2	8.8	14.3	22.7	13.2	11.9	16.3	15.3	16.9	16.7	16.2	15.6	29.4	13.0	16.8	16.8	8.8
Somewhat effective	41.7	39.7	47.1	40.1	42.0	43.1	32.4	45.9	40.2	38.5	35.7	45.5	36.8	42.8	42.6	40.0	41.0	40.3	41.3	39.6	41.2	42.4	38.7	42.3	40.4
Effective	34.1	27.3	29.4	27.2	30.2	29.8	35.1	37.8	27.4	45.1	39.3	27.3	33.0	33.0	30.1	30.7	25.5	27.9	27.4	28.0	20.6	25.0	27.5	25.8	43.9
Have not pursued	4.0	4.8	8.8	6.5	4.2	3.3	5.4	1.6	5.3	3.3	0.0	4.5	10.4	5.2	3.1	3.7	4.3	2.6	4.2	6.2	5.9	9.8	5.1	5.2	7.0
Internships or exchanges																									
Ineffective	4.2	6.3	2.9	3.4	5.6	5.0	8.8	5.5	5.0	8.8	7.1	4.5	3.8	5.0	5.5	5.0	6.9	4.3	5.8	4.8	8.8	4.3	5.7	3.9	5.3
Somewhat ineffective	3.5	5.2	2.9	3.0	3.8	5.2	6.8	3.9	4.4	6.6	3.6	0.0	3.8	3.1	2.8	4.7	7.2	6.0	5.1	4.2	0.0	1.1	4.8	4.1	5.3
Somewhat effective	10.0	14.7	11.8	13.8	12.4	13.3	10.8	10.7	13.3	13.2	3.6	13.6	12.3	11.9	14.5	12.0	13.5	13.3	13.9	12.6	14.7	14.1	13.1	14.0	7.0
Effective	23.9	23.5	26.5	24.6	24.4	22.2	23.0	22.5	24.5	17.6	7.1	31.8	20.8	25.7	26.0	25.0	17.8	21.0	24.1	23.0	26.5	37.0	16.5	34.2	21.1
Have not pursued	57.4	47.9	55.9	53.9	52.5	53.0	50.0	55.4	51.8	53.8	71.4	50.0	57.5	53.7	49.5	52.2	53.9	54.5	50.3	54.6	47.1	41.3	58.8	42.8	59.6

Please rate the effectiveness of each of the following for keeping you up-to-date with new developments in your field ....

	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
FULL-TIME RESPONDENTS	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Research and scholarship																									
Ineffective	4.9	6.5	5.9	5.2	6.0	5.4	8.1	7.5	5.4	7.7	3.6	9.1	4.7	4.8	7.3	6.0	6.6	2.6	3.2	7.6	11.8	6.5	3.3	7.3	7.0
Somewhat ineffective	5.2	9.8	0.0	5.6	7.9	9.1	6.8	9.1	7.3	9.9	3.6	9.1	2.8	8.3	8.0	7.6	8.3	5.6	7.2	7.6	8.8	10.9	5.4	9.9	1.8
Somewhat effective	19.4	23.2	20.6	25.0	21.5	21.3	18.9	21.5	21.6	18.7	25.0	31.8	26.4	22.1	19.0	22.1	21.5	19.7	23.2	21.8	20.6	20.7	20.4	24.2	12.3
Effective	33.5	31.6	41.2	28.0	34.3	33.7	27.0	28.7	34.9	26.4	14.3	13.6	31.1	36.3	29.1	31.2	34.7	55.4	41.5	24.2	23.5	17.4	45.6	21.0	42.1
Have not pursued	36.2	27.0	32.4	36.2	29.4	29.8	38.5	30.9	30.4	37.4	53.6	36.4	34.0	28.0	36.0	32.2	28.4	16.3	24.1	38.4	35.3	44.6	24.5	37.5	36.8
Site visits																									
Ineffective	2.4	3.3	5.9	1.3	3.2	2.9	3.4	1.0	3.3	0.0	3.6	4.5	0.9	2.1	3.5	2.3	5.2	2.6	3.5	3.8	5.9	0.0	4.4	2.3	1.8
Somewhat ineffective	5.7	7.7	5.9	6.5	6.8	6.6	9.5	2.9	8.0	6.6	7.1	4.5	1.9	7.1	6.9	7.6	6.9	5.2	9.7	7.6	2.9	7.6	7.9	7.7	5.3
Somewhat effective	28.3	33.5	20.6	31.9	33.6	31.5	23.6	32.9	31.1	41.8	14.3	31.8	20.8	29.5	32.2	33.0	35.2	27.5	33.9	30.0	50.0	33.7	28.7	34.1	22.8
Effective	36.8	35.8	26.5	30.6	33.6	41.2	41.2	54.1	31.4	29.7	60.7	50.0	43.4	38.7	36.7	33.5	33.2	31.3	29.5	30.0	23.5	44.6	24.9	40.3	36.8
Have not pursued	25.8	17.7	38.2	28.0	22.3	16.8	20.9	7.8	25.2	22.0	14.3	9.1	31.1	21.1	20.4	22.8	18.9	32.2	23.2	27.2	17.6	13.0	32.9	15.1	31.6
Formal colloquia or symposia																									
Ineffective	4.2	5.1	8.8	5.2	4.9	2.7	8.8	3.3	4.9	6.6	3.6	4.5	3.8	3.6	4.2	6.0	4.6	2.6	3.7	4.8	17.6	8.7	3.6	6.5	1.8
Somewhat ineffective	6.7	11.7	5.9	9.5	9.4	9.7	10.8	8.1	9.9	7.7	0.0	13.6	5.7	8.3	11.8	9.9	10.0	6.4	9.5	10.0	14.7	17.4	7.4	12.7	10.5
Somewhat effective	30.4	34.5	20.6	26.3	34.2	36.2	28.4	31.3	33.6	30.8	28.6	31.8	26.4	29.0	34.9	33.3	36.7	36.9	37.1	32.0	23.5	23.9	37.0	32.1	21.1
Effective	33.3	25.3	20.6	27.6	28.2	32.9	25.7	37.1	27.0	27.5	39.3	31.8	30.2	31.8	25.3	28.6	29.5	39.5	29.0	23.4	14.7	15.2	29.9	22.4	43.9
Have not pursued	24.5	20.9	44.1	31.5	22.4	17.2	23.0	18.9	23.3	27.5	25.0	18.2	33.0	27.1	22.1	21.3	17.2	13.7	19.0	29.0	26.5	33.7	20.4	25.8	22.8
Informal conversations with colleagues																									
Ineffective	1.7	3.1	2.9	2.2	2.9	1.7	2.0	1.0	2.8	1.1	3.6	0.0	1.9	1.9	2.1	2.4	3.2	2.1	3.5	2.6	0.0	1.1	3.8	1.6	1.8
Somewhat ineffective	5.3	7.8	5.9	6.0	7.1	6.6	8.1	3.6	7.8	3.3	0.0	18.2	1.9	6.4	9.3	7.6	5.2	7.3	7.0	8.4	8.8	12.0	6.8	9.1	5.3
Somewhat effective	38.3	42.4	44.1	43.1	38.6	44.7	42.6	40.4	41.8	42.9	35.7	27.3	35.8	40.9	40.5	43.3	41.5	42.9	39.9	41.0	58.8	46.7	40.3	43.5	31.6
Effective	53.5	43.8	41.2	46.1	50.7	46.0	43.9	53.4	46.5	49.5	60.7	54.5	58.5	49.2	45.7	46.2	48.4	46.8	48.7	46.8	32.4	39.1	47.4	45.2	59.6
Have not pursued	0.4	1.2	2.9	1.7	0.2	0.4	2.0	0.0	0.7	2.2	0.0	0.0	0.9	1.0	1.0	0.3	0.9	0.9	0.7	0.6	0.0	1.1	1.2	0.4	1.8

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Please rate the effectiveness of each of the following for keeping you up-to-date with new developments in your field ....

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Professional journals																									
Ineffective	0.7	1.4	2.9	0.9	1.3	1.0	0.7	1.3	1.0	3.3	0.0	0.0	0.9	1.4	0.7	1.0	1.4	0.4	0.7	1.6	2.9	0.0	0.8	1.1	1.8
Somewhat ineffective	3.6	5.7	5.9	4.3	5.2	4.6	2.7	5.9	4.0	9.9	3.6	4.5	1.9	3.6	4.5	6.0	4.9	6.4	3.0	4.2	2.9	4.3	5.7	2.3	1.8
Somewhat effective	33.4	37.7	32.4	36.6	36.9	34.2	39.2	38.4	34.9	44.0	32.1	45.5	23.6	36.1	40.5	34.8	39.0	27.0	36.4	37.0	38.2	38.0	35.3	34.9	28.1
Effective	60.3	51.8	52.9	56.9	54.0	58.8	54.7	52.4	57.8	42.9	64.3	50.0	58.9	57.2	52.9	56.9	52.1	63.9	57.3	55.2	52.9	55.4	55.4	60.0	66.7
Have not pursued	1.4	1.4	0.0	1.3	1.7	1.2	1.4	1.6	1.5	0.0	0.0	0.0	2.8	1.0	0.7	1.3	1.4	1.3	1.6	1.6	2.9	0.0	2.0	1.1	0.0
Professional committee ... work																									
Ineffective	7.5	10.5	14.7	8.2	9.0	9.5	10.8	3.6	11.1	3.3	3.6	13.6	3.8	8.1	7.3	11.2	11.7	10.7	10.4	10.6	20.6	10.9	12.8	9.7	5.3
Somewhat ineffective	12.9	19.4	5.9	16.4	17.5	15.9	17.6	10.1	18.2	18.7	14.3	9.1	8.5	13.1	18.7	18.2	18.9	21.9	16.7	16.4	20.6	27.2	18.6	18.6	14.0
Somewhat effective	36.2	35.6	29.4	37.1	36.2	36.0	35.8	43.0	34.1	37.4	39.3	40.9	31.1	36.3	34.6	36.3	37.2	27.5	39.2	35.2	32.4	26.1	32.9	34.4	42.1
Effective	29.8	20.0	17.6	23.3	24.5	26.1	20.9	38.8	20.5	33.0	28.6	22.7	26.4	30.9	25.3	21.1	21.2	23.6	21.1	19.8	17.6	15.2	18.4	21.9	28.1
Have not pursued	12.7	12.2	29.4	14.2	11.9	11.4	12.8	3.3	15.0	7.7	10.7	13.6	27.4	10.7	12.8	12.4	10.3	14.6	11.4	17.4	8.8	20.7	16.2	14.3	8.8
Teleconferences																									
Ineffective	5.8	10.4	8.8	3.9	8.8	7.9	11.5	4.9	9.2	3.3	3.6	13.6	3.8	6.9	5.9	10.1	10.0	11.6	10.2	7.0	17.6	4.3	11.5	7.2	3.5
Somewhat ineffective	10.9	17.5	8.8	13.8	15.1	15.7	10.1	16.9	14.1	15.4	7.1	22.7	9.4	13.5	14.9	16.7	13.2	14.2	16.5	13.6	11.8	9.8	14.8	13.6	7.0
Somewhat effective	33.4	26.3	14.7	27.6	31.1	29.0	29.7	42.3	25.8	38.5	25.0	27.3	20.8	33.0	31.8	28.1	28.4	24.0	27.4	25.4	29.4	28.3	22.4	29.4	26.3
Effective	15.8	10.3	11.8	14.7	13.0	12.6	10.8	19.5	10.7	22.0	21.4	13.6	18.9	14.3	13.5	11.9	10.3	9.0	9.0	13.4	5.9	12.0	7.7	13.8	19.3
Have not pursued	33.6	33.8	55.9	40.1	31.3	34.4	36.5	15.0	39.7	20.9	42.9	22.7	46.2	31.8	33.2	33.0	37.2	40.3	36.2	40.4	35.3	45.7	42.9	35.8	43.9
Computer networks																									
Ineffective	5.2	8.4	5.9	2.2	6.8	8.1	8.8	4.2	7.5	6.6	3.6	4.5	2.8	5.0	4.8	8.1	10.0	9.0	7.7	6.0	11.8	5.4	9.1	5.9	3.5
Somewhat ineffective	9.4	13.6	0.0	8.6	14.3	12.2	6.1	18.9	10.4	12.1	0.0	9.1	5.7	15.2	9.7	13.0	10.0	10.3	13.2	9.8	5.9	5.4	9.7	10.9	12.3
Somewhat effective	22.0	21.5	23.5	25.0	21.1	22.6	18.9	31.6	19.3	27.5	17.9	27.3	15.1	22.6	25.3	22.1	18.9	15.0	20.4	20.0	26.5	25.0	17.2	22.6	15.8
Effective	13.4	10.9	11.8	14.2	12.4	10.4	10.8	15.6	10.6	11.0	25.0	22.7	16.0	14.3	11.4	10.1	11.5	10.3	10.7	10.8	17.6	9.8	9.5	12.0	14.0
Have not pursued	48.7	43.1	58.8	48.7	44.2	45.5	52.7	27.7	50.9	42.9	53.6	36.4	58.5	42.3	47.1	45.4	48.1	54.1	46.6	52.0	35.3	53.3	52.9	47.5	52.6

How would you describe the overall attitude of the administration at your institution toward professional development?

	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
FULL-TIME RESPONDENTS	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Strongly encourages	35.2	33.0	50.0	33.6	32.9	35.0	35.1	51.1	30.9	24.2	39.3	27.3	45.3	39.0	31.5	32.0	29.8	24.5	31.3	29.8	41.2	41.3	31.0	33.3	42.1
mildly encourages	33.8	33.9	17.6	30.6	36.1	34.6	36.5	33.2	34.7	31.9	35.7	45.5	34.9	32.1	34.6	34.8	38.1	39.5	36.0	33.0	44.1	28.3	35.9	33.8	33.6
Neither encourages nor discourages	21.9	20.5	26.5	24.6	20.6	21.1	16.9	12.4	22.4	33.0	17.9	18.2	14.2	20.9	20.8	21.8	22.1	19.7	22.0	25.0	11.8	22.8	19.5	22.9	19.4
mildly discourages	5.3	5.5	2.9	6.0	6.2	4.1	7.4	2.0	6.4	7.7	3.6	0.0	1.9	5.7	6.2	5.7	5.7	7.3	5.8	7.0	2.9	4.3	7.5	5.3	2.7
Strongly discourages	1.9	3.2	0.0	1.7	2.3	3.5	2.7	0.0	3.3	1.1	3.6	0.0	0.9	1.0	3.1	3.4	3.2	7.3	3.5	2.0	0.0	1.1	4.2	1.8	0.5

In your opinion, how adequate is your institution's financial support for the following?

	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
FULL-TIME RESPONDENTS	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Tuition reimbursement																									
Inadequate	26.3	22.8	14.7	29.7	25.2	24.2	19.6	18.2	25.5	31.9	39.3	22.7	15.1	23.3	29.4	27.0	21.8	25.3	28.5	24.2	26.5	19.6	26.0	23.7	22.8
Somewhat inadequate	18.2	16.9	20.6	17.2	18.6	16.8	18.9	14.7	18.1	20.9	28.6	18.2	13.2	17.6	20.4	18.2	16.6	13.7	18.6	21.0	20.6	15.2	17.5	18.6	21.1
Somewhat adequate	24.7	25.3	5.9	22.4	25.5	25.9	25.7	31.6	24.2	20.9	14.3	22.7	23.6	24.0	19.4	25.5	30.1	21.5	24.8	27.2	17.6	18.5	26.0	23.1	17.5
Adequate	21.4	22.6	41.2	19.4	21.2	22.8	23.0	30.6	20.4	18.7	10.7	27.3	22.6	21.9	24.9	20.0	24.4	13.3	19.3	19.8	26.5	35.9	18.1	24.6	19.3
Does not apply	7.4	8.6	11.8	9.1	7.3	8.3	11.5	4.2	9.2	6.6	7.1	9.1	18.9	10.5	5.2	7.5	6.0	22.7	5.6	5.8	8.8	8.7	10.0	7.5	17.5
Sabbaticals																									
Inadequate	35.4	41.4	11.8	32.3	39.8	41.4	43.9	39.1	40.3	30.8	32.1	22.7	16.0	31.8	38.1	43.4	48.1	54.1	45.5	33.8	44.1	21.7	47.4	31.7	36.8
Somewhat inadequate	15.1	13.6	14.7	14.2	16.4	12.8	10.1	13.0	14.6	16.5	17.9	9.1	10.4	15.7	17.0	14.8	11.7	12.4	15.3	15.2	11.8	19.6	12.7	17.2	8.8
Somewhat adequate	10.8	12.0	14.7	13.8	10.0	12.4	9.5	11.4	11.1	19.8	7.1	0.0	12.3	12.1	11.1	10.1	12.3	11.2	10.4	11.6	11.8	10.9	11.9	9.9	14.0
Adequate	8.5	7.6	14.7	5.6	9.2	6.4	10.1	12.1	7.0	9.9	14.3	4.5	7.5	7.6	8.7	9.4	6.6	4.3	5.6	8.0	14.7	9.8	4.5	9.5	14.0
Does not apply	27.3	21.8	35.3	33.2	22.4	24.2	24.3	22.8	24.6	19.8	25.0	63.6	43.4	30.2	24.6	20.2	20.1	15.5	21.3	28.4	17.6	35.9	20.5	29.7	24.6
Educational leave																									
Inadequate	27.3	28.5	17.6	25.9	28.3	29.2	33.8	23.8	29.9	26.4	28.6	13.6	12.3	23.8	32.9	28.9	35.2	33.9	34.1	26.6	35.3	22.8	34.6	25.8	24.6
Somewhat inadequate	20.2	20.4	17.6	15.9	22.5	19.7	20.9	17.3	21.6	20.9	7.1	13.6	10.4	19.7	18.7	22.3	22.9	20.2	23.7	21.6	20.6	20.7	20.1	23.5	12.3
Somewhat adequate	19.8	21.5	17.6	25.9	19.8	22.8	12.2	27.7	19.2	23.1	25.0	18.2	20.8	20.9	22.1	20.7	20.1	23.2	17.9	19.6	8.8	15.2	19.8	18.5	19.3
Adequate	14.0	13.0	14.7	11.2	14.0	11.6	16.9	21.2	11.3	16.5	17.9	4.5	12.3	14.5	13.8	14.5	10.6	11.2	9.5	11.4	14.7	13.0	9.8	12.7	19.3
Does not apply	16.0	13.2	23.5	19.8	13.2	13.9	14.9	8.8	15.5	11.0	17.9	50.0	34.9	18.5	11.1	12.0	10.6	9.9	12.5	17.8	17.6	25.0	13.3	17.4	21.1

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In your opinion, how adequate is your institution's financial support for the following?

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Released time																									
Inadequate	33.9	33.7	11.8	29.7	34.9	37.1	33.8	20.5	38.5	27.5	25.0	13.6	13.2	25.4	34.9	39.5	41.8	51.5	40.6	34.2	35.3	26.1	41.1	37.3	26.3
Somewhat inadequate	19.2	19.1	11.8	15.1	20.8	19.5	21.6	19.5	19.6	17.6	14.3	18.2	11.3	17.3	20.8	21.1	20.3	17.6	21.8	19.2	17.6	22.8	19.8	19.7	12.3
Somewhat adequate	21.3	21.2	20.6	24.1	21.0	20.3	19.6	27.0	19.9	22.0	21.4	13.6	17.9	25.2	23.5	18.5	19.5	18.9	17.6	22.0	11.8	21.7	19.5	19.4	22.8
Adequate	13.7	14.8	29.4	13.8	14.0	13.3	16.2	20.8	12.6	15.4	14.3	31.8	24.5	17.3	11.8	12.7	13.2	4.7	12.8	14.4	11.8	17.4	10.7	14.2	21.1
Does not apply	9.4	7.9	17.6	15.1	7.3	7.7	7.4	10.1	7.4	14.3	21.4	22.7	23.6	13.5	6.6	6.2	4.6	5.2	5.3	8.0	20.6	9.8	6.5	7.9	14.0
Flexible scheduling...																									
Inadequate	20.6	17.6	5.9	20.3	18.2	21.7	20.3	9.8	21.6	19.8	17.9	4.5	10.4	14.3	22.5	22.3	20.3	30.5	22.7	18.4	23.5	13.0	22.2	21.7	12.3
Somewhat inadequate	16.6	17.5	17.6	16.8	15.8	18.4	23.6	15.0	18.5	14.3	10.7	13.6	4.7	19.7	15.2	15.9	22.3	18.9	16.2	20.4	14.7	19.6	17.2	19.9	21.1
Somewhat adequate	29.4	28.2	26.5	27.2	32.1	25.7	22.3	31.3	28.0	27.5	39.3	27.3	23.6	28.3	32.2	30.6	25.2	24.5	29.9	28.2	23.5	32.6	29.9	24.9	26.3
Adequate	26.5	27.2	41.2	29.3	27.4	25.7	23.0	40.4	23.3	30.8	25.0	50.0	41.5	30.9	26.0	24.1	24.4	18.5	23.0	23.6	26.5	30.4	20.7	26.5	28.1
Does not apply	4.9	6.3	0.0	5.2	4.9	7.0	8.8	3.3	6.5	4.4	7.1	4.5	11.3	5.7	3.5	5.7	6.6	6.0	5.8	7.4	8.8	2.2	7.4	5.7	8.8
Professional association memberships																									
Inadequate	60.0	50.5	41.2	53.9	54.9	58.0	54.7	39.1	59.5	51.6	57.1	40.9	34.0	49.9	56.7	61.3	57.0	69.5	62.9	56.8	58.8	41.3	61.8	56.6	56.1
Somewhat inadequate	10.1	12.1	11.8	10.8	12.6	9.3	9.5	13.0	11.0	14.3	10.7	4.5	11.3	11.9	11.1	11.2	11.2	9.4	9.5	12.8	11.8	13.0	10.1	12.7	7.0
Somewhat adequate	8.9	12.5	11.8	9.1	11.8	11.0	8.1	17.3	9.4	12.1	3.6	13.6	7.5	13.3	9.3	10.2	11.2	6.4	10.0	9.0	11.8	10.9	10.3	8.6	7.0
Adequate	9.3	12.2	11.8	15.9	10.5	9.1	12.2	24.8	7.6	12.1	10.7	9.1	17.0	11.6	13.5	8.9	9.5	5.2	5.8	8.8	5.9	13.0	4.7	10.6	12.3
Does not apply	10.0	9.5	8.8	9.1	8.9	10.8	12.8	4.9	10.6	6.6	14.3	31.8	21.7	12.4	8.7	6.7	9.5	7.7	10.2	10.6	5.9	20.7	10.6	10.8	12.3
Registration fees...																									
Inadequate	21.6	17.7	14.7	23.7	17.6	20.7	22.3	7.8	22.7	16.5	17.9	18.2	14.2	15.9	21.8	23.9	16.6	32.2	23.0	19.2	26.5	17.4	23.4	22.0	21.1
Somewhat inadequate	20.2	17.3	8.8	19.0	20.0	17.6	20.3	14.3	20.3	16.5	14.3	9.1	10.4	18.1	19.4	20.5	18.6	21.5	20.0	21.8	26.5	13.0	22.5	18.5	17.5
Somewhat adequate	27.0	31.3	20.6	24.6	30.8	30.8	26.4	27.4	30.0	27.5	28.6	27.3	17.9	28.7	27.7	28.3	37.2	26.2	32.7	30.2	29.4	30.4	28.5	31.2	24.6
Adequate	28.4	28.7	38.2	27.6	29.2	28.2	27.0	49.5	23.0	36.3	35.7	40.9	44.3	32.8	28.4	25.2	26.4	15.9	21.8	25.0	11.8	34.8	21.1	26.0	26.3
Does not apply	1.4	2.4	0.0	4.3	1.3	1.7	2.7	0.3	2.4	1.1	3.6	4.5	6.6	3.3	2.1	1.1	0.6	3.0	1.2	2.2	2.9	3.3	2.6	1.8	3.5

In your opinion, how adequate is your institution's financial support for the following?

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Travel expenses...																									
Inadequate	25.3	19.7	17.6	25.0	20.7	24.4	23.6	9.4	25.8	19.8	17.9	13.6	17.0	17.1	22.1	26.8	22.6	36.9	26.9	22.2	23.5	18.5	27.3	25.1	21.1
Somewhat inadequate	22.1	20.1	8.8	19.8	23.3	19.3	20.9	15.0	22.6	23.1	21.4	9.1	11.3	20.4	20.8	23.6	20.6	27.0	20.2	25.6	26.5	13.0	25.8	19.4	17.5
Somewhat adequate	26.3	30.1	29.4	27.6	29.8	27.5	29.1	34.2	27.7	25.3	25.0	40.9	18.9	31.1	28.7	26.5	33.2	20.2	29.2	28.8	32.4	30.4	25.8	28.7	26.3
Adequate	22.9	25.5	32.4	23.3	23.9	25.7	21.6	40.4	20.3	28.6	32.1	27.3	39.6	27.6	26.3	20.3	22.1	11.6	20.9	19.6	14.7	34.8	17.1	24.4	24.6
Does not apply	2.0	2.2	5.9	3.4	1.4	1.9	3.4	0.0	2.5	2.2	3.6	4.5	8.5	3.1	1.7	1.5	0.6	3.4	1.4	2.6	0.0	3.3	2.4	2.0	7.0
Retraining...																									
Inadequate	29.3	26.1	20.6	29.7	27.3	30.6	25.0	18.9	30.9	23.1	17.9	13.6	13.2	24.2	29.8	32.0	29.5	40.3	28.5	30.6	23.5	26.1	29.2	33.3	21.1
Somewhat inadequate	20.6	19.4	11.8	19.8	22.5	17.8	18.9	23.5	19.4	17.6	28.6	22.7	14.2	21.1	23.2	19.8	19.5	14.2	18.6	22.0	32.4	22.8	17.8	20.8	22.8
Somewhat adequate	17.2	20.7	17.6	15.5	18.8	22.4	17.6	27.4	17.2	20.9	21.4	31.8	18.9	20.9	17.6	18.2	21.5	10.3	20.6	16.6	17.6	16.3	15.6	19.4	15.8
Adequate	9.5	10.2	8.8	9.1	10.1	9.7	7.4	18.2	7.7	9.9	17.9	9.1	11.3	10.2	12.1	7.6	10.0	4.3	6.7	7.6	8.8	14.1	5.4	10.9	7.0
Does not apply	20.4	19.4	32.4	24.1	18.3	17.8	27.0	9.8	21.9	25.3	10.7	22.7	31.1	22.1	15.9	19.5	17.5	27.5	23.2	20.6	14.7	15.2	28.4	14.0	29.8
Training in computer skills																									
Inadequate	24.5	17.7	20.6	25.9	20.4	21.5	15.5	13.4	23.6	16.5	14.3	4.5	16.0	19.2	23.5	23.9	17.8	29.6	22.7	22.8	17.6	18.5	23.1	22.4	29.8
Somewhat inadequate	22.9	19.3	17.6	17.7	22.4	19.3	25.0	22.5	20.3	25.3	21.4	40.9	9.4	22.1	24.6	21.5	20.6	17.6	23.0	19.4	23.5	21.7	21.6	19.2	15.8
Somewhat adequate	22.0	29.7	20.6	22.4	27.5	28.8	24.3	31.9	25.5	20.9	32.1	27.3	20.8	25.9	24.9	24.2	34.4	25.3	29.0	25.6	20.6	15.2	26.4	25.4	17.5
Adequate	15.7	16.3	17.6	17.2	15.6	15.7	15.5	26.1	13.6	19.8	14.3	13.6	22.6	19.2	14.2	15.4	13.2	11.6	11.8	14.0	17.6	18.5	11.9	15.1	21.1
Does not apply	12.2	12.3	14.7	15.5	11.2	11.8	16.9	4.2	14.1	14.3	14.3	13.6	22.6	11.9	11.4	11.9	11.5	12.9	11.1	15.0	17.6	22.8	13.1	16.3	10.5

Assuming that institutional environment and prof. dev. are interrelated, indicate the extent to which you agree/disagree with the following statements.

FULL-TIME RESPONDENTS	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Morale at this institution is generally high																									
Strongly disagree	25.1	21.5	14.7	24.1	23.7	24.2	14.9	17.6	24.4	27.5	10.7	18.2	6.6	16.4	21.8	28.6	27.8	29.6	27.1	22.0	8.8	19.6	24.2	25.3	12.3
mildly disagree	25.7	25.9	17.6	25.0	27.4	25.9	24.3	26.1	25.9	28.6	32.1	22.7	16.0	24.5	27.7	27.8	26.4	27.5	26.7	27.2	26.5	20.7	26.1	26.5	19.3
mildly agree	32.5	32.0	41.2	28.9	32.9	31.9	36.5	39.4	31.2	24.2	35.7	50.0	30.2	37.5	35.3	29.9	30.9	31.3	32.3	28.6	38.2	33.7	32.8	29.2	36.8
Strongly agree	13.7	16.3	23.5	19.4	13.5	15.3	20.9	14.7	15.8	14.3	21.4	4.5	40.6	18.8	12.5	11.9	12.0	8.6	12.1	19.2	23.5	23.9	14.7	16.1	28.1
Neutral	2.4	1.8	2.9	2.6	1.7	2.1	2.7	1.0	2.2	3.3	0.0	4.5	5.7	2.9	1.7	1.3	1.4	2.6	1.2	2.4	2.9	2.2	1.8	2.3	3.5

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Assuming that institutional environment and prof. dev. are interrelated, indicate the extent to which you agree/disagree with the following statements.

	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
FULL-TIME RESPONDENTS	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
There is a sense of community at this institution																									
Strongly disagree	14.0	13.6	5.9	9.9	13.9	15.3	12.8	10.7	14.2	23.1	3.6	4.5	1.9	9.7	14.5	16.6	16.6	19.3	16.0	12.6	0.0	7.6	14.2	13.4	8.8
mildly disagree	21.0	20.8	23.5	22.8	20.8	22.8	14.9	21.8	21.1	23.1	14.3	18.2	12.3	17.8	21.5	24.9	21.8	23.2	22.0	19.8	26.5	21.7	20.5	22.8	12.3
mildly agree	39.1	38.2	26.5	39.7	40.8	36.4	41.2	40.1	38.6	36.3	39.3	54.5	30.2	39.4	41.5	38.7	39.0	36.5	38.7	40.4	32.4	34.8	39.0	38.5	40.4
Strongly agree	23.9	24.5	44.1	26.7	22.7	23.6	29.1	25.4	24.3	17.6	39.3	22.7	51.9	30.9	21.1	18.5	20.9	19.7	21.3	25.2	38.2	35.9	24.8	23.1	35.1
Neutral	1.9	1.1	0.0	0.9	1.8	1.4	1.4	1.6	1.5	0.0	3.6	0.0	3.8	2.1	1.4	1.0	0.9	1.3	1.2	1.8	2.9	0.0	1.4	1.6	3.5
Professionals here respect each other																									
Strongly disagree	6.7	6.1	5.9	7.8	6.2	6.6	3.4	4.2	6.5	11.0	0.0	4.5	5.7	5.7	8.7	4.2	8.6	6.4	6.7	6.2	2.9	6.5	4.8	8.1	7.0
mildly disagree	13.2	14.5	14.7	12.5	15.2	13.0	12.2	17.6	12.9	25.3	7.1	13.6	5.7	13.1	14.9	15.1	15.8	14.6	13.9	11.4	11.8	14.1	12.5	14.3	3.5
mildly agree	44.9	45.3	38.2	45.3	46.1	47.2	41.2	49.8	45.0	37.4	50.0	50.0	34.0	42.0	48.4	48.6	47.0	43.3	46.2	47.4	38.2	38.0	44.7	45.3	47.4
Strongly agree	32.8	30.6	35.3	31.5	30.0	32.3	39.9	25.7	33.4	23.1	42.9	27.3	48.1	35.6	26.6	30.4	27.2	33.5	31.3	32.4	44.1	40.2	35.0	30.6	40.4
Neutral	1.5	1.6	5.9	2.2	1.7	0.8	2.7	2.3	1.5	1.1	0.0	4.5	4.7	2.4	1.4	1.1	0.9	2.1	0.7	2.0	2.9	1.1	1.8	1.3	1.8
There is a sense of collegiality at this institution																									
Strongly disagree	7.8	11.1	2.9	6.9	9.2	11.8	9.5	7.8	10.4	8.8	0.0	0.0	3.8	6.7	10.7	9.8	13.5	15.5	13.2	7.2	0.0	6.5	11.5	8.1	7.0
mildly disagree	21.5	21.0	14.7	20.7	22.0	22.1	17.6	19.2	21.6	30.8	14.3	9.1	7.5	17.8	21.1	24.6	24.6	24.0	22.5	21.8	23.5	16.3	22.4	23.3	7.0
mildly agree	43.9	43.8	47.1	44.0	45.0	43.1	43.9	49.8	42.9	40.7	46.4	63.6	38.7	44.4	47.1	45.0	43.0	40.3	40.8	45.0	47.1	43.5	39.9	45.2	52.6
Strongly agree	23.9	20.9	35.3	25.4	21.4	21.1	25.7	20.5	22.8	17.6	39.3	18.2	45.3	28.7	19.0	18.4	16.6	18.5	21.6	23.4	26.5	30.4	24.2	20.4	33.3
Neutral	2.5	1.1	0.0	2.6	1.7	1.5	2.7	2.0	1.8	0.0	0.0	9.1	3.8	1.9	2.1	1.5	1.4	1.7	1.2	1.8	2.9	3.3	1.2	2.9	0.0
New approaches to meet job demands are generally supported here																									
Strongly disagree	11.1	10.5	2.9	10.8	9.6	13.2	12.2	6.2	12.2	12.1	3.6	0.0	2.8	8.8	11.4	11.9	13.8	13.7	14.4	11.0	5.9	9.8	12.8	12.5	7.0
mildly disagree	20.3	19.4	20.6	19.8	21.0	19.0	16.9	23.8	18.2	31.9	17.9	22.7	11.3	21.9	22.1	19.3	19.8	19.7	19.0	17.4	17.6	19.6	17.8	18.8	14.0
mildly agree	38.6	39.8	35.3	41.8	39.0	39.7	40.5	37.8	39.9	29.7	57.1	59.1	34.0	35.4	39.1	42.0	42.4	39.9	39.9	40.8	44.1	37.0	41.5	38.5	35.1
Strongly agree	23.6	24.0	35.3	22.4	24.8	23.2	24.3	29.6	23.1	23.1	21.4	18.2	41.5	28.7	20.4	22.0	19.8	20.2	22.5	23.0	26.5	27.2	22.1	22.8	36.8
Neutral	5.3	4.0	5.9	5.2	4.5	4.6	4.7	2.6	5.7	0.0	0.0	0.0	8.5	4.5	6.2	4.1	3.4	6.4	3.2	6.8	5.9	6.5	4.8	6.5	7.0

Assuming that institutional environment and prof. dev. are interrelated, indicate the extent to which you agree/disagree with the following statements.

	Gender		Age					Position					Years in Position					Highest degree earned					Courses taught (fac. only)		
FULL-TIME RESPONDENTS	F	M	<30	30-39	40-49	50-59	>60	Adm	Fac	Coun	Lib	Other	<1	1-5	6-10	11-20	>20	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Faculty and administration here are typically at odds																									
Strongly disagree	19.5	20.8	32.4	19.4	18.3	21.5	25.7	22.1	20.5	14.3	25.0	9.1	37.7	23.3	18.0	17.1	18.1	12.9	19.5	22.6	29.4	26.1	19.6	20.3	33.3
mildly disagree	31.6	31.2	17.6	26.3	33.1	32.1	31.8	36.8	30.0	33.0	25.0	40.9	25.5	31.8	33.2	32.4	30.4	27.5	31.1	31.6	29.4	28.3	29.0	30.1	36.8
mildly agree	28.2	27.2	23.5	31.0	27.0	28.2	29.1	30.0	27.3	26.4	42.9	31.8	16.0	25.2	29.8	29.3	31.5	30.0	28.8	25.6	20.6	25.0	29.0	26.7	10.5
Strongly agree	14.3	15.5	8.8	18.1	16.5	13.7	8.8	9.1	16.7	19.8	3.6	4.5	8.5	12.6	16.3	16.3	17.5	22.3	16.5	14.4	17.6	15.2	17.1	17.2	7.0
Neutral	5.1	3.7	14.7	4.3	4.5	3.5	4.1	2.0	4.9	3.3	0.0	13.6	9.4	5.9	2.8	4.2	2.3	6.4	3.5	5.0	2.9	5.4	4.5	5.0	12.3
An intellectual environment exists here																									
Strongly disagree	11.6	14.3	2.9	9.9	13.2	14.9	14.9	9.1	14.3	14.3	14.3	4.5	5.7	11.4	9.7	14.1	19.5	24.0	17.4	9.8	8.8	4.3	17.7	10.6	10.5
mildly disagree	24.1	21.7	14.7	24.1	23.8	23.2	16.9	24.8	22.1	28.6	17.9	36.4	17.0	23.5	27.3	22.0	22.3	25.3	23.4	21.6	8.8	20.7	21.8	22.0	14.0
mildly agree	41.9	44.3	41.2	45.7	42.9	41.8	48.6	46.6	43.3	36.3	46.4	31.8	38.7	41.6	42.9	45.9	43.8	36.9	42.2	46.4	52.9	45.7	42.9	45.3	42.1
Strongly agree	19.5	15.5	35.3	18.5	16.7	18.0	16.9	17.6	17.5	17.6	14.3	18.2	34.9	20.2	17.0	15.3	12.9	10.3	15.3	19.0	26.5	25.0	15.6	19.0	28.1
Neutral	2.0	2.3	5.9	1.7	2.9	1.4	2.0	2.0	2.2	1.1	7.1	4.5	2.8	2.1	2.8	2.8	0.9	2.6	0.9	2.8	2.9	3.3	1.7	2.5	3.5
Sufficient opportunities for professional development are made available here																									
Strongly disagree	23.9	22.5	2.9	25.9	23.6	24.0	25.7	10.1	27.4	17.6	17.9	18.2	10.4	17.1	26.3	27.2	26.9	38.6	26.5	25.4	20.6	18.5	31.7	22.8	19.3
mildly disagree	31.4	27.0	29.4	28.9	28.9	29.6	27.7	27.0	28.8	36.3	39.3	31.8	17.0	33.3	27.0	30.2	27.8	27.5	29.0	30.6	20.6	27.2	27.5	30.6	21.1
mildly agree	28.8	34.4	35.3	29.3	31.9	32.3	33.8	42.0	30.1	28.6	17.9	36.4	34.9	32.3	31.8	29.6	34.4	24.0	32.3	30.0	38.2	34.8	28.7	32.6	31.6
Strongly agree	12.7	11.9	29.4	12.5	12.4	11.4	10.8	19.5	10.3	14.3	21.4	13.6	23.6	15.2	11.4	10.5	9.7	6.4	10.0	10.2	17.6	17.4	8.8	10.9	21.1
Neutral	2.5	2.1	2.9	3.0	2.5	2.1	0.7	1.3	2.5	2.2	3.6	0.0	12.3	1.4	3.5	1.5	0.9	3.0	1.6	2.6	2.9	2.2	2.4	2.3	7.0
Professionals here are appreciated by supervisors for doing their jobs well																									
Strongly disagree	16.4	14.7	11.8	12.9	15.0	19.0	12.2	7.5	17.6	19.8	10.7	9.1	2.8	12.6	14.9	16.9	22.1	22.3	20.4	15.8	8.8	9.8	18.4	16.7	8.8
mildly disagree	15.1	16.2	5.9	13.4	15.6	16.8	20.9	15.0	15.9	24.2	0.0	13.6	3.8	13.8	17.6	19.3	15.2	19.3	16.7	14.4	11.8	17.4	16.0	16.8	10.5
mildly agree	39.4	39.4	38.2	43.1	39.9	40.0	31.1	43.0	38.4	33.0	53.6	63.6	37.7	38.5	40.8	38.4	42.1	34.8	38.5	40.2	44.1	40.2	39.4	38.5	33.3
Strongly agree	25.7	25.5	38.2	27.6	26.8	22.1	31.8	32.6	25.2	19.8	25.0	13.6	44.3	32.8	23.9	22.6	19.2	21.0	23.2	25.8	29.4	31.5	23.6	25.1	43.9
Neutral	2.8	1.5	2.9	3.0	1.9	1.5	2.7	1.6	2.2	2.2	7.1	0.0	9.4	1.4	2.4	2.1	0.6	1.7	1.2	2.8	2.9	1.1	2.0	2.2	3.5

During a typical semester, what is the average number of hours you spend per week on the following?

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Performing principal duties of position held															
0 hours	1.1	0.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0	4.2	0.0	0.0	3.2
1-5 hours	24.2	31.7	28.6	33.3	29.3	29.3	16.1	24.1	17.6	28.9	38.5	29.2	19.8	34.4	35.5
6-10 hours	31.6	36.6	0.0	28.6	40.0	31.7	38.7	44.8	35.3	33.7	23.1	29.2	39.5	29.7	25.8
11-20 hours	25.3	20.8	57.1	21.4	16.0	24.4	32.3	13.8	32.4	24.1	23.1	20.8	24.4	21.9	19.4
over 20 hours	14.7	10.9	14.3	14.3	12.0	12.2	12.9	17.2	14.7	10.8	15.4	12.5	12.8	14.1	16.1
Performing activities related to teaching															
0 hours	1.1	2.0	0.0	0.0	1.3	4.9	0.0	3.4	0.0	2.4	0.0	0.0	0.0	1.6	6.5
1-5 hours	30.5	47.5	28.6	40.5	46.7	43.9	16.1	31.0	41.2	36.1	38.5	45.8	29.1	54.7	35.5
6-10 hours	39.0	25.7	28.6	35.7	24.0	29.3	51.6	41.4	29.4	31.3	46.2	25.0	37.2	25.0	35.5
11-20 hours	22.1	17.8	42.9	9.5	24.0	17.1	22.6	13.8	17.6	24.1	7.7	29.2	22.1	14.1	19.4
over 20 hours	7.4	6.9	0.0	14.3	4.0	4.9	9.7	10.3	11.8	6.0	7.7	0.0	11.6	4.7	3.2
Advising ... interacting with students															
0 hours	14.7	17.8	14.3	16.7	17.3	17.1	12.9	17.2	11.8	8.4	38.5	37.5	9.3	21.9	19.4
1-5 hours	79.0	73.3	85.7	73.8	77.3	78.0	71.0	72.4	73.5	84.3	53.8	62.5	79.1	73.4	77.4
6-10 hours	4.2	5.9	0.0	4.8	2.7	4.9	12.9	6.9	5.9	6.0	7.7	0.0	8.1	1.6	3.2
11-20 hours	1.1	2.0	0.0	2.4	1.3	0.0	3.2	0.0	5.9	1.2	0.0	0.0	3.5	0.0	0.0
over 20 hours	1.1	1.0	0.0	2.4	1.3	0.0	0.0	3.4	2.9	0.0	0.0	0.0	0.0	3.1	0.0
Interacting with colleagues informally															
0 hours	34.7	45.5	14.3	38.1	45.3	43.9	32.3	34.5	32.4	36.1	61.5	58.3	37.2	43.8	32.3
1-5 hours	61.1	50.5	85.7	54.8	52.0	48.8	67.7	62.1	61.8	60.2	38.5	33.3	57.0	56.3	58.1
6-10 hours	3.2	4.0	0.0	7.1	1.3	7.3	0.0	3.4	5.9	2.4	69.2	8.3	4.7	0.0	9.7
11-20 hours	1.1	0.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	1.2	30.8	0.0	1.2	0.0	0.0
over 20 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

During a typical semester, what is the average number of hours you spend per week on the following?

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Doing committee work															
0 hours	89.5	89.1	85.7	90.5	90.7	85.4	90.3	86.2	88.2	92.8	69.2	91.7	89.5	89.1	87.1
1-5 hours	10.5	8.9	14.3	9.5	8.0	12.2	9.7	10.3	11.8	6.0	30.8	8.3	9.3	9.4	12.9
6-10 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11-20 hours	0.0	1.0	0.0	0.0	1.3	0.0	0.0	3.4	0.0	0.0	0.0	0.0	0.0	1.6	0.0
over 20 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Seeking outside funding															
0 hours	96.8	95.1	100.0	92.9	98.7	90.2	100.0	96.6	94.1	95.2	100.0	95.8	95.3	98.4	90.3
1-5 hours	2.1	2.0	0.0	4.8	1.3	2.4	0.0	3.4	2.9	2.4	0.0	0.0	3.5	1.6	0.0
6-10 hours	0.0	1.0	0.0	2.4	0.0	0.0	0.0	0.0	2.9	0.0	0.0	0.0	0.0	0.0	3.2
11-20 hours	1.1	0.0	0.0	0.0	0.0	2.4	0.0	0.0	0.0	0.0	0.0	4.2	0.0	0.0	3.2
over 20 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Conducting research															
0 hours	63.2	45.5	57.1	45.2	52.0	65.9	54.8	34.5	41.2	62.7	69.2	62.5	54.7	54.7	51.6
1-5 hours	28.4	37.6	28.6	42.9	30.7	29.3	32.3	31.0	35.3	30.1	23.1	37.5	25.6	37.5	41.9
6-10 hours	4.2	9.9	0.0	4.8	12.0	0.0	9.7	20.7	8.8	4.8	7.7	0.0	9.3	7.8	0.0
11-20 hours	0.0	4.0	0.0	4.8	2.7	0.0	0.0	10.3	2.9	0.0	0.0	0.0	3.5	0.0	3.2
over 20 hours	3.2	2.0	14.3	2.4	2.7	2.4	0.0	0.0	11.8	1.2	0.0	0.0	4.7	0.0	3.2
Attending ... meetings or conferences															
0 hours	67.4	64.4	57.1	71.4	69.3	63.4	54.8	65.5	50.0	69.9	61.5	79.2	70.9	59.4	64.5
1-5 hours	28.4	32.7	42.9	28.6	28.0	29.3	38.7	31.0	44.1	25.3	38.5	20.8	23.3	37.5	35.5
6-10 hours	2.1	2.0	0.0	0.0	1.3	2.4	6.5	3.4	2.9	2.4	0.0	0.0	3.5	1.6	0.0
11-20 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
over 20 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

During a typical semester, what is the average number of hours you spend per week on the following?

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Giving performances ... arts															
0 hours	90.5	88.1	100.0	85.7	92.0	85.4	90.3	93.1	76.5	90.4	76.9	100.0	84.9	90.6	96.8
1-5 hours	6.3	7.9	0.0	11.9	5.3	7.3	6.5	3.4	14.7	7.2	15.4	0.0	10.5	6.3	0.0
6-10 hours	2.1	2.0	0.0	0.0	1.3	4.9	3.2	3.4	5.9	0.0	7.7	0.0	1.2	3.1	3.2
11-20 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
over 20 hours	0.0	1.0	0.0	0.0	1.3	0.0	0.0	0.0	2.9	0.0	0.0	0.0	1.2	0.0	0.0
Recruiting															
0 hours	86.3	85.2	71.4	85.7	86.7	82.9	90.3	89.7	79.4	86.7	84.6	95.8	86.0	85.9	80.6
1-5 hours	11.6	13.9	28.6	9.5	13.3	14.6	9.7	10.3	17.6	10.8	15.4	4.2	11.6	12.5	19.4
6-10 hours	1.1	0.0	0.0	2.4	0.0	0.0	0.0	0.0	2.9	0.0	0.0	0.0	0.0	1.6	0.0
11-20 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
over 20 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Taking courses ... toward an advanced degree															
0 hours	63.2	74.3	71.4	61.9	68.0	73.2	74.2	89.7	55.9	66.3	76.9	66.7	75.6	68.8	45.2
1-5 hours	22.1	17.8	0.0	23.8	21.3	17.1	19.4	6.9	11.8	25.3	23.1	25.0	14.0	21.9	32.3
6-10 hours	8.4	4.0	14.3	4.8	6.7	4.9	6.5	3.4	14.7	6.0	0.0	4.2	5.8	3.1	16.1
11-20 hours	1.1	3.0	0.0	4.8	1.3	2.4	0.0	0.0	8.8	0.0	0.0	0.0	0.0	4.7	3.2
over 20 hours	3.2	1.0	14.3	0.0	2.7	2.4	0.0	0.0	8.8	0.0	0.0	4.2	3.5	1.6	0.0
Giving speeches															
0 hours	74.7	75.3	71.4	76.2	76.0	78.0	67.7	69.0	73.5	78.3	61.5	83.3	75.6	71.9	74.2
1-5 hours	24.2	22.8	28.6	23.8	22.7	17.1	32.3	31.0	23.5	20.5	38.5	12.5	22.1	28.1	22.6
6-10 hours	1.1	0.0	0.0	0.0	0.0	2.4	0.0	0.0	0.0	0.0	0.0	4.2	0.0	0.0	3.2
11-20 hours	0.0	1.0	0.0	0.0	1.3	0.0	0.0	0.0	2.9	0.0	0.0	0.0	1.2	0.0	0.0
over 20 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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During a typical semester, what is the average number of hours you spend per week on the following?

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Doing community service work															
0 hours	36.8	41.6	42.9	42.9	42.7	31.7	35.5	31.0	41.2	33.7	38.5	54.2	36.0	35.9	45.2
1-5 hours	50.5	43.6	28.6	40.5	46.7	56.1	48.4	55.2	44.1	54.2	38.5	33.3	52.3	50.0	29.0
6-10 hours	10.5	11.9	28.6	9.5	9.3	9.8	16.1	13.8	5.9	12.0	15.4	12.5	10.5	10.9	19.4
11-20 hours	1.1	3.0	0.0	7.1	1.3	0.0	0.0	0.0	5.9	0.0	7.7	0.0	1.2	3.1	3.2
over 20 hours	1.1	0.0	0.0	0.0	0.0	2.4	0.0	0.0	2.9	0.0	0.0	0.0	0.0	0.0	3.2
Attending workshops ... to improve ... performance															
0 hours	62.1	65.4	100.0	71.4	62.7	51.2	64.5	62.1	61.8	68.7	69.2	62.5	70.9	50.0	61.3
1-5 hours	36.8	31.7	0.0	28.6	34.7	46.3	32.3	37.9	38.2	28.9	30.8	37.5	26.7	48.4	35.5
6-10 hours	1.1	1.0	0.0	0.0	1.3	0.0	3.2	0.0	0.0	1.2	0.0	0.0	1.2	0.0	3.2
11-20 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
over 20 hours	0.0	1.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	0.0
Outside paid employment															
0 hours	45.3	26.7	42.9	38.1	32.0	31.7	45.2	37.9	35.3	41.0	23.1	25.0	40.7	21.9	48.4
1-5 hours	17.9	21.8	0.0	21.4	20.0	24.4	16.1	10.3	29.4	15.7	30.8	20.8	16.3	26.6	22.6
6-10 hours	6.3	12.9	0.0	4.8	9.3	7.3	22.6	13.8	14.7	8.4	7.7	4.2	10.5	9.4	6.5
11-20 hours	6.3	5.0	14.3	0.0	6.7	9.8	3.2	3.4	0.0	8.4	0.0	12.5	7.0	3.1	6.5
over 20 hours	24.2	32.7	42.9	35.7	32.0	24.4	12.9	34.5	20.6	25.3	38.5	37.5	24.4	39.1	16.1
Doing work related to a professional organization															
0 hours	67.4	50.5	71.4	61.9	66.7	46.3	48.4	48.3	47.1	63.9	61.5	70.8	64.0	48.4	61.3
1-5 hours	31.6	43.6	28.6	33.3	30.7	48.8	48.4	51.7	47.1	34.9	15.4	29.2	34.9	46.9	35.5
6-10 hours	0.0	1.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0	7.7	0.0	0.0	1.6	0.0
11-20 hours	0.0	1.0	0.0	2.4	0.0	0.0	0.0	0.0	2.9	0.0	0.0	0.0	0.0	1.6	0.0
over 20 hours	0.0	3.0	0.0	2.4	1.3	0.0	3.2	0.0	0.0	0.0	15.4	0.0	0.0	1.6	0.0

During a typical semester, what is the average number of hours you spend per week on the following?

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/5 +	MA/5	Prof Deg.	BA/5	Trans	O/T	N/A
Reading professional journals															
0 hours	17.9	15.8	42.9	16.7	16.0	14.6	16.1	10.3	8.8	21.7	7.7	29.2	17.4	9.4	16.1
1-5 hours	70.5	68.3	42.9	76.2	72.0	65.9	64.5	79.3	67.6	63.9	92.3	58.3	67.4	81.3	61.3
6-10 hours	9.5	13.9	14.3	7.1	12.0	9.8	19.4	10.3	17.6	12.0	0.0	12.5	12.8	7.8	19.4
11-20 hours	0.0	1.0	0.0	0.0	0.0	2.4	0.0	0.0	0.0	1.2	0.0	0.0	0.0	1.6	0.0
over 20 hours	1.1	0.0	0.0	0.0	0.0	2.4	0.0	0.0	2.9	0.0	0.0	0.0	1.2	0.0	0.0
Teaching overload															
0 hours	87.4	83.2	85.7	83.3	84.0	90.2	83.9	82.8	82.4	85.5	76.9	91.7	86.0	79.7	90.3
1-5 hours	6.3	11.9	14.3	9.5	12.0	2.4	9.7	6.9	11.8	8.4	15.4	8.3	7.0	15.6	6.5
6-10 hours	3.2	4.0	0.0	7.1	2.7	0.0	6.5	10.3	2.9	3.6	0.0	0.0	5.8	1.6	0.0
11-20 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
over 20 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Interacting with outside agencies															
0 hours	40.0	40.6	42.9	47.6	33.3	46.3	38.7	37.9	29.4	45.8	46.2	45.8	47.7	31.3	32.3
1-5 hours	46.3	42.6	57.1	38.1	42.7	41.5	58.1	44.8	61.8	42.2	46.2	29.2	38.4	50.0	54.8
6-10 hours	5.3	6.9	0.0	4.8	10.7	49.2	0.0	13.8	2.9	6.0	0.0	8.3	7.0	7.8	3.2
11-20 hours	3.2	0.0	0.0	2.4	1.3	2.4	0.0	0.0	0.0	1.2	0.0	8.3	1.2	1.6	3.2
over 20 hours	5.3	7.9	0.0	7.1	10.7	2.4	3.2	3.4	5.9	3.6	7.7	8.3	4.7	7.8	6.5

Indicate the number of years it has been since you participated in the following activities.

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Attended a conference ... in my field															
3 years or fewer	82.1	75.3	71.4	78.6	84.0	80.5	64.5	79.3	85.3	78.3	76.9	66.7	80.2	79.7	83.9
4-6 years	7.4	8.9	0.0	7.1	5.3	4.9	22.6	3.4	5.9	7.2	7.7	20.8	7.0	9.4	9.7
7-9 years	3.2	4.0	0.0	4.8	4.0	2.4	3.2	3.4	0.0	3.6	0.0	8.3	2.3	3.1	3.2
10 years or more	3.2	3.0	0.0	0.0	4.0	4.9	3.2	3.4	5.9	3.6	0.0	0.0	3.5	1.6	3.2
not applicable	3.2	8.9	28.6	9.5	2.7	7.3	3.2	10.3	2.9	6.0	15.4	4.2	7.0	4.7	0.0
Taken educational leave or a sabbatical															
3 years or fewer	9.5	8.9	0.0	14.3	8.0	7.3	9.7	10.3	14.7	9.6	0.0	4.2	10.5	7.8	9.7
4-6 years	1.1	2.0	0.0	0.0	1.3	0.0	6.5	6.9	0.0	1.2	0.0	0.0	2.3	1.6	0.0
7-9 years	2.1	3.0	0.0	0.0	2.7	7.3	0.0	3.4	8.8	0.0	0.0	4.2	2.3	3.1	3.2
10 years or more	5.3	7.9	0.0	2.4	5.3	7.3	16.1	6.9	11.8	7.2	7.7	0.0	8.1	6.3	6.5
not applicable	80.0	78.2	100.0	83.3	82.7	75.6	64.5	72.4	64.7	80.7	92.3	87.5	75.6	79.7	80.6
Engaged in scholarly ... contribution to my field															
3 years or fewer	33.7	39.6	57.1	45.2	30.7	41.5	29.0	69.0	52.9	31.3	30.8	4.2	45.3	29.7	29.0
4-6 years	11.6	5.9	0.0	7.1	10.7	12.2	3.2	13.8	17.6	7.2	0.0	4.2	11.6	6.3	6.5
7-9 years	4.2	5.0	0.0	4.8	2.7	2.4	12.9	3.4	2.9	8.4	0.0	0.0	7.0	1.6	0.0
10 years or more	5.3	13.9	0.0	0.0	9.3	17.1	16.1	6.9	11.8	9.6	23.1	4.2	10.5	9.4	9.7
not applicable	40.0	35.6	42.9	40.5	45.3	24.4	32.3	6.9	11.8	41.0	46.2	79.2	24.4	51.6	45.2
Participated in an internship or exchange program															
3 years or fewer	10.5	10.9	14.3	14.3	12.0	7.3	6.5	13.8	14.7	10.8	7.7	4.2	10.5	14.1	3.2
4-6 years	1.1	3.0	0.0	4.8	0.0	4.9	0.0	0.0	2.9	3.6	0.0	0.0	2.3	1.6	3.2
7-9 years	2.1	2.0	0.0	2.4	0.0	4.9	3.2	3.4	2.9	1.2	0.0	4.2	2.3	1.6	3.2
10 years or more	11.6	7.9	0.0	2.4	10.7	9.8	19.4	10.3	11.8	10.8	0.0	8.3	12.8	7.8	3.2
not applicable	74.7	76.2	85.7	76.2	77.3	73.2	71.0	72.4	67.6	73.5	92.3	83.3	72.1	75.0	87.1

Indicate the number of years it has been since you participated in the following activities.

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Developed a new course															
3 years or fewer	41.1	41.6	42.9	47.6	36.0	43.9	41.9	51.7	58.8	32.5	38.5	33.3	45.3	45.3	22.6
4-6 years	3.2	3.0	0.0	2.4	2.7	4.9	3.2	0.0	11.8	2.4	0.0	0.0	2.3	3.1	6.5
7-9 years	3.2	4.0	0.0	2.4	4.0	2.4	6.5	0.0	2.9	4.8	0.0	4.2	3.5	4.7	3.2
10 years or more	5.3	5.9	0.0	2.4	5.3	7.3	9.7	10.3	5.9	6.0	0.0	4.2	5.8	6.3	6.5
not applicable	46.3	45.5	57.1	42.9	52.0	41.5	38.7	37.9	20.6	53.0	61.5	58.3	41.9	40.6	61.3
Significantly revised a course ... in my field															
3 years or fewer	48.4	45.5	57.1	47.6	44.0	53.7	41.9	48.3	67.6	38.6	38.5	45.8	54.7	51.6	22.6
4-6 years	4.2	5.0	0.0	2.4	6.7	2.4	6.5	3.4	11.8	3.6	0.0	4.2	3.5	7.8	3.2
7-9 years	1.1	1.0	0.0	0.0	1.3	0.0	3.2	0.0	0.0	1.2	0.0	0.0	1.2	0.0	3.2
10 years or more	3.2	4.0	0.0	0.0	4.0	7.3	3.2	10.3	2.9	2.4	7.7	0.0	3.5	1.6	6.5
not applicable	42.1	44.6	42.9	50.0	44.0	36.6	41.9	37.9	17.6	53.0	53.8	50.0	37.2	37.5	64.5
Significantly revised a course ... general ed.															
3 years or fewer	41.1	39.6	42.9	38.1	44.0	36.6	38.7	55.2	55.9	33.7	23.1	33.3	47.7	39.1	29.0
4-6 years	6.3	2.0	0.0	7.1	4.0	4.9	0.0	3.4	5.9	4.8	0.0	4.2	4.7	3.1	6.5
7-9 years	1.1	1.0	0.0	0.0	1.3	2.4	0.0	0.0	0.0	2.4	0.0	0.0	1.2	1.6	0.0
10 years or more	3.2	5.0	0.0	2.4	2.7	7.3	6.5	6.9	2.9	3.6	15.4	0.0	2.3	4.7	6.5
not applicable	47.4	52.5	57.1	52.4	48.0	48.8	51.6	34.5	35.3	54.2	61.5	62.5	44.2	50.0	58.1
Completed a university credit course															
3 years or fewer	56.8	39.6	42.9	59.5	52.0	46.3	25.8	48.3	58.8	50.6	38.5	41.7	50.0	42.2	61.3
4-6 years	19.0	15.8	57.1	21.4	13.3	22.0	6.5	17.2	11.8	20.5	0.0	20.8	16.3	23.4	12.9
7-9 years	9.5	10.9	0.0	11.9	6.7	9.8	19.4	6.9	14.7	12.0	0.0	8.3	14.0	9.4	3.2
10 years or more	13.7	17.8	0.0	0.0	18.7	17.1	32.3	17.2	11.8	13.3	30.8	16.7	11.6	15.6	12.9
not applicable	1.1	15.8	0.0	7.1	9.3	4.9	16.1	10.3	2.9	3.6	30.8	12.5	8.1	9.4	9.7

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Indicate the number of years it has been since you participated in the following activities.

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg	BA/S	Trans	O/T	N/A
Participated in ... teaching experiment															
3 years or fewer	43.2	32.7	42.9	35.7	40.0	39.0	32.3	31.0	55.9	36.1	23.1	33.3	41.9	31.3	45.2
4-6 years	6.3	5.9	14.3	4.8	6.7	4.9	6.5	3.4	5.9	8.4	0.0	4.2	7.0	6.3	6.5
7-9 years	4.2	2.0	0.0	2.4	5.3	0.0	3.2	3.4	2.9	2.4	0.0	4.2	3.5	1.6	3.2
10 years or more	9.5	5.0	0.0	9.5	4.0	12.2	6.5	10.3	5.9	8.4	7.7	0.0	9.3	4.7	6.5
not applicable	35.8	52.5	42.9	47.6	44.0	41.5	45.2	48.3	29.4	42.2	69.2	58.3	37.2	54.7	35.5
Had an article published...															
3 years or fewer	10.5	19.8	14.3	16.7	17.3	9.8	16.1	34.5	23.5	8.4	30.8	4.2	18.6	14.1	12.9
4-6 years	8.4	5.0	0.0	4.8	6.7	9.8	6.5	3.4	20.6	3.6	7.7	4.2	8.1	6.3	3.2
7-9 years	4.2	5.0	0.0	7.1	2.7	4.9	6.5	6.9	8.8	4.8	0.0	0.0	5.8	3.1	3.2
10 years or more	8.4	14.9	0.0	2.4	9.3	14.6	29.0	10.3	14.7	14.5	15.4	0.0	10.5	10.9	16.1
not applicable	67.4	55.5	85.7	69.0	64.0	61.0	38.7	44.8	32.4	67.5	46.2	91.7	57.0	64.1	64.5
Authored ... published book in my field															
3 years or fewer	14.7	7.9	28.6	14.3	8.0	7.3	16.1	24.1	23.5	6.0	7.7	4.2	14.0	7.8	12.9
4-6 years	3.2	3.0	0.0	2.4	4.0	2.4	3.2	17.2	2.9	0.0	0.0	0.0	3.5	3.1	0.0
7-9 years	0.0	3.0	0.0	0.0	0.0	2.4	6.5	0.0	5.9	1.2	0.0	0.0	2.3	1.6	0.0
10 years or more	3.2	7.9	0.0	2.4	4.0	9.8	9.7	3.4	5.9	8.4	0.0	0.0	7.0	1.6	9.7
not applicable	77.9	78.2	71.4	81.0	84.0	78.0	61.3	55.2	61.8	83.1	92.3	95.8	73.3	84.4	77.4
Applied ...for research grant...															
3 years or fewer	6.3	8.9	0.0	7.1	6.7	4.9	16.1	20.7	14.7	3.6	7.7	0.0	8.1	7.8	9.7
4-6 years	3.2	1.0	0.0	4.8	1.3	2.4	0.0	6.9	5.9	0.0	0.0	0.0	1.2	3.1	3.2
7-9 years	2.1	1.0	0.0	0.0	2.7	0.0	3.2	0.0	8.8	0.0	0.0	0.0	1.2	3.1	0.0
10 years or more	4.2	8.9	0.0	2.4	6.7	12.2	6.5	13.8	5.9	7.2	0.0	0.0	7.0	6.3	3.2
not applicable	81.1	80.2	100.0	83.3	81.3	80.5	71.0	58.6	64.7	85.5	92.3	100.0	81.4	76.6	83.9

Indicate the number of years it has been since you participated in the following activities.

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Participated in planning ... conference, etc.															
3 years or fewer	47.4	46.5	57.1	42.9	53.3	41.5	41.9	51.7	55.9	38.6	69.2	37.5	46.5	48.4	48.4
4-6 years	5.3	2.0	0.0	2.4	5.3	4.9	0.0	0.0	5.9	6.0	0.0	0.0	2.3	6.3	0.0
7-9 years	5.3	5.9	0.0	4.8	4.0	2.4	16.1	3.4	2.9	9.6	0.0	4.2	7.0	7.8	0.0
10 years or more	5.3	5.9	0.0	0.0	5.3	12.2	6.5	6.9	14.7	2.4	7.7	4.2	8.1	1.6	3.2
not applicable	36.8	39.6	42.9	50.0	32.0	39.0	35.5	37.9	20.6	43.4	23.1	54.2	36.0	35.9	48.4
Participated in colloquy...															
3 years or fewer	22.1	27.7	14.3	16.7	29.3	26.8	25.8	48.3	23.5	15.7	38.5	16.7	30.2	21.9	22.6
4-6 years	3.2	4.0	0.0	4.8	4.0	2.4	3.2	0.0	8.8	4.8	0.0	0.0	2.3	6.3	0.0
7-9 years	4.2	4.0	0.0	4.8	4.0	2.4	6.5	6.9	2.9	4.8	0.0	4.2	7.0	3.1	0.0
10 years or more	8.4	6.9	0.0	2.4	4.0	17.1	12.9	10.3	11.8	7.2	7.7	4.2	8.1	6.3	9.7
not applicable	60.0	57.4	85.7	71.4	58.7	48.8	48.4	34.5	50.0	66.3	53.8	75.0	52.3	60.9	64.5
Served on a prof. committee outside the college															
3 years or fewer	34.7	47.5	14.3	33.3	52.0	34.1	41.9	51.7	44.1	34.9	76.9	25.0	37.2	46.9	45.2
4-6 years	9.5	4.0	0.0	7.1	4.0	12.2	6.5	0.0	8.8	9.6	7.7	4.2	8.1	7.8	3.2
7-9 years	6.3	1.0	0.0	4.8	1.3	2.4	9.7	3.4	8.8	3.6	0.0	0.0	5.8	1.6	3.2
10 years or more	3.2	7.9	0.0	0.0	4.0	7.3	16.1	3.4	8.8	6.0	7.7	4.2	5.8	7.8	0.0
not applicable	46.3	38.6	85.7	54.8	38.7	41.5	25.8	41.4	29.4	44.6	7.7	66.7	43.0	35.9	45.2

Will you pursue professional development in the upcoming year?

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Yes	79.0	71.3	42.9	83.3	82.7	65.9	64.5	72.4	76.5	73.5	76.9	75.0	70.9	81.3	77.4
No	20.0	23.8	42.9	16.7	16.0	29.3	29.0	20.7	17.6	25.3	15.4	25.0	23.3	17.2	22.6

Indicate the importance to you of the following professional goals.

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Become more effective at my job															
Unimportant	1.1	3.0	0.0	2.4	1.3	2.4	3.2	3.4	0.0	1.2	0.0	4.2	2.3	1.6	3.2
Somewhat unimportant	0.0	2.0	0.0	0.0	1.3	0.0	3.2	0.0	2.9	1.2	0.0	0.0	1.2	1.6	0.0
Somewhat important	3.2	2.0	0.0	4.8	1.3	0.0	6.5	3.4	2.9	2.4	0.0	4.2	1.2	6.3	0.0
Important	94.7	93.1	100.0	92.9	96.0	95.1	87.1	93.1	94.1	95.2	100.0	87.5	95.3	90.6	93.5
Not a goal	1.1	0.0	0.0	0.0	0.0	2.4	0.0	0.0	0.0	0.0	0.0	4.2	0.0	0.0	3.2
Become more knowledgeable in my field															
Unimportant	1.1	2.0	0.0	0.0	1.3	2.4	3.2	0.0	0.0	1.2	0.0	4.2	1.2	1.6	3.2
Somewhat unimportant	0.0	1.0	0.0	0.0	0.0	2.4	0.0	3.4	0.0	0.0	0.0	0.0	0.0	0.0	3.2
Somewhat important	7.4	6.9	0.0	4.8	10.7	4.9	6.5	3.4	2.9	12.0	0.0	8.3	8.1	4.7	9.7
Important	91.6	88.1	100.0	92.9	88.0	90.2	87.1	89.7	97.1	85.5	100.0	87.5	89.5	93.8	83.9
Not a goal	0.0	2.0	0.0	2.4	0.0	0.0	3.2	3.4	0.0	1.2	0.0	0.0	1.2	0.0	0.0
Obtain a higher degree															
Unimportant	7.4	9.9	14.3	7.1	5.3	9.8	16.1	10.3	8.8	9.6	0.0	12.5	11.6	6.3	6.5
Somewhat unimportant	9.5	6.9	14.3	11.9	9.3	7.3	0.0	0.0	2.9	9.6	0.0	12.5	7.0	10.9	3.2
Somewhat important	15.8	15.8	0.0	14.3	21.3	14.6	9.7	3.4	8.8	20.5	30.8	20.8	14.0	14.1	19.4
Important	35.8	16.8	57.1	40.5	25.3	22.0	6.5	3.4	50.0	22.9	15.4	33.3	22.1	28.1	38.7
Not a goal	29.5	50.5	14.3	23.8	38.7	43.9	67.7	79.3	29.4	37.3	53.8	16.7	43.0	40.6	32.3
Obtain higher rank															
Unimportant	5.3	9.9	0.0	2.4	8.0	9.8	12.9	13.8	5.9	6.0	0.0	16.7	7.0	4.7	12.9
Somewhat unimportant	9.5	5.0	14.3	2.4	13.3	4.9	0.0	3.4	2.9	7.2	0.0	12.5	4.7	9.4	3.2
Somewhat important	20.0	19.8	0.0	19.0	21.3	24.4	16.1	13.8	17.6	22.9	30.8	12.5	24.4	21.9	9.7
Important	45.3	28.7	57.1	54.8	32.0	26.8	32.3	31.0	61.8	34.9	23.1	29.2	38.4	32.8	41.9
Not a goal	19.0	36.6	28.6	21.4	24.0	34.1	38.7	37.9	11.8	27.7	46.2	29.2	24.4	31.3	32.3

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Indicate the importance to you of the following professional goals.

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Obtain an administrative position															
Unimportant	18.0	18.8	28.6	19.0	14.7	24.4	16.1	13.8	20.6	16.9	0.0	29.2	23.3	17.2	12.9
Somewhat unimportant	7.4	3.0	14.3	7.1	2.7	7.3	3.2	3.4	11.8	6.0	0.0	0.0	4.7	6.3	6.5
Somewhat important	5.3	5.9	0.0	9.5	5.3	4.9	3.2	3.4	17.6	1.2	0.0	8.3	1.2	10.9	3.2
Important	7.4	5.9	14.3	7.1	5.3	9.8	3.2	10.3	2.9	3.6	23.1	8.3	4.7	7.8	6.5
Not a goal	59.0	66.3	42.9	54.8	69.3	53.7	74.2	69.0	47.1	71.1	76.9	50.0	66.3	56.3	67.7
Obtain a position at a four-year college															
Unimportant	11.6	11.9	14.3	4.8	14.7	14.6	9.7	10.3	5.9	9.6	0.0	25.0	10.5	14.1	12.9
Somewhat unimportant	12.6	6.9	14.3	16.7	9.3	7.3	3.2	6.9	11.8	12.0	7.7	4.2	11.6	9.4	6.5
Somewhat important	12.6	14.9	0.0	14.3	16.0	17.1	6.5	17.2	17.6	12.0	7.7	12.5	17.4	10.9	6.5
Important	10.5	15.8	42.9	19.0	6.7	19.5	6.5	20.7	32.4	9.6	7.7	0.0	19.8	9.4	6.5
Not a goal	52.6	49.5	28.6	45.2	52.0	41.5	74.2	44.8	32.4	55.4	76.9	58.3	39.5	56.3	67.7
Obtain a position in a non-academic setting															
Unimportant	19.0	15.8	14.3	21.4	20.0	12.2	12.9	10.3	17.6	16.9	0.0	29.2	20.9	15.6	16.1
Somewhat unimportant	10.5	4.0	0.0	9.5	8.0	7.3	3.2	6.9	5.9	8.4	0.0	8.3	9.3	6.3	3.2
Somewhat important	10.5	6.9	0.0	7.1	9.3	12.2	6.5	6.9	14.7	9.6	7.7	4.2	8.1	7.8	9.7
Important	9.5	8.9	57.1	9.5	6.7	9.8	3.2	10.3	11.8	7.2	23.1	8.3	10.5	6.3	12.9
Not a goal	48.4	62.4	28.6	47.6	54.7	58.5	71.0	62.1	47.1	56.6	69.2	50.0	48.8	60.9	58.1
Obtain a full-time teaching position															
Unimportant	5.3	5.9	0.0	7.1	2.7	9.8	6.5	3.4	0.0	7.2	0.0	8.3	4.7	7.8	6.5
Somewhat unimportant	5.3	6.9	0.0	2.4	9.3	4.9	6.5	3.4	5.9	7.2	0.0	4.2	5.8	10.9	0.0
Somewhat important	13.7	15.8	14.3	9.5	14.7	22.0	12.9	17.2	11.8	13.3	0.0	20.8	10.5	14.1	22.6
Important	54.7	41.6	71.4	64.3	48.0	43.9	25.8	48.3	76.5	43.4	61.5	33.3	60.5	39.1	35.5
Not a goal	21.1	28.7	14.3	14.3	25.3	19.5	48.4	27.6	5.9	28.9	30.8	33.3	18.6	28.1	35.5

How likely is it that you will actually pursue each of the following if given the opportunity?

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					*Courses taught* (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
University credit courses															
Unlikely	8.4	18.8	0.0	11.9	6.7	14.6	35.5	20.7	11.8	13.3	7.7	20.8	10.5	17.2	16.1
Somewhat unlikely	6.3	8.9	0.0	7.1	10.7	4.9	6.5	6.9	5.9	7.2	23.1	4.2	11.6	4.7	3.2
Somewhat likely	14.7	14.9	28.6	11.9	12.0	19.5	16.1	17.2	14.7	13.3	15.4	16.7	15.1	18.8	3.2
Likely	63.2	42.6	42.9	61.9	58.7	46.3	35.5	34.5	64.7	55.4	38.5	54.2	46.5	51.6	71.0
Does not apply	7.4	13.9	14.3	7.1	12.0	14.6	6.5	20.7	0.0	10.8	15.4	4.2	15.1	7.8	6.5
Non-credit courses															
Unlikely	24.2	27.7	14.3	33.3	18.7	29.3	32.3	27.6	17.6	27.7	23.1	37.5	30.2	17.2	32.3
Somewhat unlikely	12.6	9.9	0.0	16.7	14.7	7.3	3.2	13.8	11.8	12.0	15.4	4.2	11.6	12.5	6.5
Somewhat likely	20.0	18.8	14.3	16.7	26.7	12.2	16.1	20.7	20.6	16.9	23.1	20.8	17.4	23.4	16.1
Likely	37.9	33.7	57.1	26.2	32.0	41.5	45.2	27.6	50.0	34.9	23.1	29.2	30.2	40.6	41.9
Does not apply	5.3	9.9	14.3	7.1	8.0	9.8	3.2	10.3	0.0	8.4	15.4	8.3	10.5	6.3	3.2
Professional conferences															
Unlikely	5.3	10.9	0.0	7.1	6.7	4.9	19.4	3.4	5.9	7.2	0.0	29.2	5.8	9.4	9.7
Somewhat unlikely	6.3	5.0	0.0	4.8	8.0	4.9	3.2	3.4	0.0	9.6	0.0	0.0	5.8	3.1	6.5
Somewhat likely	22.1	23.8	42.9	23.8	26.7	17.1	16.1	17.2	32.4	22.9	23.1	16.7	26.7	20.3	19.4
Likely	63.2	54.5	57.1	64.3	53.3	63.4	58.1	72.4	61.8	54.2	76.9	45.8	55.8	62.5	64.5
Does not apply	2.1	5.9	0.0	0.0	4.0	9.8	3.2	0.0	0.0	6.0	0.0	8.3	4.7	4.7	0.0
College-sponsored presentations...															
Unlikely	6.3	12.9	0.0	9.5	9.3	7.3	16.1	6.9	17.6	8.4	0.0	16.7	7.0	12.5	16.1
Somewhat unlikely	5.3	7.9	14.3	7.1	6.7	7.3	3.2	0.0	5.9	12.0	0.0	4.2	8.1	6.3	6.5
Somewhat likely	21.1	21.8	0.0	28.6	22.7	22.0	12.9	27.6	23.5	16.9	30.8	16.7	22.1	14.1	25.8
Likely	65.3	49.5	85.7	52.4	57.3	51.2	64.5	65.5	52.9	56.6	53.8	54.2	59.3	59.4	48.4
Does not apply	1.1	7.9	0.0	2.4	2.7	12.2	3.2	0.0	0.0	4.8	15.4	8.3	3.5	7.8	0.0

How likely is it that you will actually pursue each of the following if given the opportunity?

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Internship or exchange in business/industry															
Unlikely	29.5	30.7	28.6	26.2	24.0	29.3	51.6	34.5	35.3	30.1	15.4	29.2	34.9	21.9	32.3
Somewhat unlikely	12.6	8.9	28.6	7.1	14.7	12.2	0.0	13.8	5.9	15.7	7.7	0.0	8.1	7.8	25.8
Somewhat likely	11.6	10.9	14.3	9.5	10.7	9.8	16.1	10.3	8.8	13.3	7.7	12.5	8.1	18.8	6.5
Likely	21.1	11.9	28.6	21.4	13.3	14.6	16.1		23.5	18.1	23.1	12.5	15.1	20.3	9.7
Does not apply	25.3	36.6	0.0	35.7	37.3	31.7	16.1	41.4	26.5	21.7	46.2	45.8	33.7	31.3	22.6
Academic exchange															
Unlikely	41.1	34.7	42.9	35.7	32.0	41.5	48.4	37.9	29.4	42.2	23.1	41.7	38.4	35.9	38.7
Somewhat unlikely	11.6	5.9	0.0	7.1	12.0	12.2	0.0	10.3	5.9	8.4	23.1	8.3	7.0	9.4	16.1
Somewhat likely	14.7	12.9	0.0	14.3	17.3	12.2	9.7	13.8	23.5	13.3	7.7	4.2	14.0	14.1	16.1
Likely	15.8	18.8	42.9	23.8	8.0	17.1	25.8	20.7	29.4	16.9	0.0	8.3	22.1	10.9	9.7
Does not apply	16.8	27.7	14.3	19.0	30.7	17.1	16.1	17.2	11.8	19.3	46.2	37.5	18.6	29.7	19.4
Research and scholarship															
Unlikely	21.1	21.8	0.0	23.8	20.0	17.1	32.3	13.8	11.8	24.1	7.7	45.8	14.0	26.6	32.3
Somewhat unlikely	21.1	12.9	42.9	4.8	20.0	26.8	6.5	6.9	20.6	21.7	0.0	16.7	18.6	15.6	16.1
Somewhat likely	16.8	11.9	0.0	11.9	17.3	14.6	12.9	13.8	20.6	13.3	30.8	4.2	12.8	15.6	16.1
Likely	28.4	32.7	42.9	45.2	26.7	22.0	29.0	65.5	32.4	22.9	23.1	20.8	39.5	20.3	25.8
Does not apply	11.6	19.8	14.3	9.5	16.0	19.5	19.4	0.0	11.8	16.9	38.5	12.5	14.0	20.3	9.7
Formal colloquia or symposia with colleagues															
Unlikely	20.0	16.8	28.6	21.4	18.7	9.8	22.6	6.9	11.8	22.9	23.1	29.2	14.0	23.4	19.4
Somewhat unlikely	15.8	13.9	14.3	11.9	14.7	17.1	16.1	10.3	11.8	19.3	0.0	20.8	18.6	14.1	9.7
Somewhat likely	26.3	24.8	0.0	23.8	26.7	34.1	19.4	37.9	32.4	21.7	15.4	16.7	22.1	21.9	38.7
Likely	26.3	22.8	28.6	33.3	21.3	19.5	25.8	41.4	38.2	19.3	15.4	8.3	31.4	20.3	16.1
Does not apply	10.5	21.8	28.6	9.5	17.3	19.5	16.1	3.4	5.9	15.7	46.2	25.0	12.8	20.3	16.1

How likely is it that you will actually pursue each of the following if given the opportunity?

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Summer institutes, workshops, etc.															
Unlikely	12.6	16.8	14.3	19.0	9.3	9.8	29.0	10.3	14.7	14.5	7.7	29.2	14.0	15.6	12.9
Somewhat unlikely	12.6	11.9	0.0	16.7	12.0	9.8	12.9	20.7	11.8	12.0	7.7	8.3	11.6	14.1	12.9
Somewhat likely	21.1	17.8	28.6	11.9	25.3	19.5	12.9	24.1	14.7	22.9	15.4	12.5	19.8	15.6	25.8
Likely	42.1	34.7	28.6	47.6	33.3	43.9	32.3	41.4	50.0	36.1	23.1	37.5	43.0	34.4	35.5
Does not apply	10.5	18.8	14.3	4.8	20.0	17.1	12.9	3.4	8.8	13.3	46.2	12.5	10.5	20.3	12.9

When you decide not to participate... which of the following tends to be the single greatest factor?

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Lack of interest	4.2	6.9	0.0	7.1	2.7	9.8	6.5	6.9	2.9	8.4	7.7	0.0	4.7	4.7	6.5
Inconvenient due to personal circumstances	25.3	9.9	14.3	11.9	22.7	12.2	19.4	27.6	8.8	19.3	30.8	12.5	18.6	12.5	22.6
Lack of money	23.2	18.8	57.1	26.2	16.0	24.4	12.9	10.3	32.4	21.7	0.0	29.2	23.3	23.4	16.1
Lack of time	33.7	48.5	28.6	40.5	46.7	34.1	41.9	37.9	41.2	32.5	53.8	54.2	36.0	46.9	45.2
Other	11.6	7.9	0.0	7.1	9.3	12.2	12.9	10.3	8.8	13.3	0.0	4.2	9.3	10.9	6.5

Please rate the effectiveness of each of the following for keeping you up-to-date ....

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
University credit courses															
Ineffective	7.4	7.9	14.3	9.5	4.0	9.8	9.7	3.4	5.9	8.4	0.0	12.5	4.7	10.9	6.5
Somewhat ineffective	3.2	5.0	14.3	0.0	5.3	4.9	3.2	6.9	5.9	2.4	7.7	4.2	7.0	3.1	0.0
Somewhat effective	23.2	23.8	28.6	21.4	25.3	19.5	25.8	17.2	26.5	25.3	23.1	33.3	23.3	29.7	12.9
Effective	47.4	35.6	14.3	45.2	42.7	48.8	29.0	34.5	50.0	43.4	23.1	33.3	40.7	35.9	64.5
Have not pursued	16.8	23.8	28.6	19.0	21.3	12.2	29.0	31.0	5.9	18.1	46.2	16.7	19.8	18.8	16.1

Please rate the effectiveness of each of the following for keeping you up-to-date ....

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Non-credit courses															
Ineffective	9.5	9.9	0.0	11.9	6.7	14.6	9.7	6.9	8.8	10.8	0.0	12.5	11.6	9.4	6.5
Somewhat ineffective	3.2	7.9	14.3	0.0	8.0	7.3	3.2	10.3	5.9	6.0	0.0	4.2	7.0	3.1	9.7
Somewhat effective	32.6	25.7	14.3	19.0	38.7	22.0	32.3	20.7	35.3	26.5	38.5	29.2	26.7	29.7	35.5
Effective	21.1	21.8	14.3	21.4	22.7	24.4	16.1	24.1	32.4	18.1	30.8	12.5	17.4	28.1	22.6
Have not pursued	32.6	29.7	57.1	47.6	22.7	26.8	29.0	34.5	14.7	34.9	30.8	41.7	33.7	28.1	22.6
Professional conferences															
Ineffective	2.1	2.0	0.0	2.4	1.3	0.0	6.5	0.0	0.0	3.6	0.0	4.2	1.2	3.1	3.2
Somewhat ineffective	2.1	3.0	0.0	0.0	5.3	0.0	3.2	0.0	5.9	2.4	0.0	4.2	2.3	4.7	0.0
Somewhat effective	23.2	25.7	0.0	26.2	28.0	26.8	16.1	10.3	32.4	26.5	23.1	25.0	25.6	18.8	32.3
Effective	57.9	54.5	57.1	54.8	53.3	61.0	58.1	75.9	58.8	48.2	69.2	37.5	51.2	67.2	54.8
Have not pursued	13.7	13.9	42.9	14.3	12.0	9.8	16.1	13.8	0.0	18.1	7.7	29.2	17.4	6.3	9.7
On-campus presentations															
Ineffective	1.1	3.0	0.0	2.4	0.0	2.4	6.5	0.0	2.9	1.2	0.0	4.2	1.2	4.7	0.0
Somewhat ineffective	5.3	6.9	0.0	4.8	4.0	9.8	9.7	3.4	14.7	6.0	0.0	4.2	9.3	4.7	3.2
Somewhat effective	43.2	31.7	28.6	33.3	44.0	39.0	25.8	34.5	38.2	39.8	30.8	37.5	32.6	39.1	45.2
Effective	30.5	30.7	42.9	21.4	33.3	26.8	38.7	34.5	29.4	30.1	30.8	25.0	23.3	37.5	29.0
Have not pursued	19.0	25.7	28.6	33.3	18.7	19.5	19.4	27.6	11.8	20.5	38.5	29.2	30.2	14.1	22.6
Internships or exchanges															
Ineffective	3.2	4.0	0.0	2.4	6.7	0.0	3.2	3.4	5.9	1.2	7.7	8.3	3.5	4.7	0.0
Somewhat ineffective	3.2	5.0	0.0	2.4	4.0	7.3	3.2	3.4	5.9	3.6	7.7	4.2	5.8	1.6	6.5
Somewhat effective	4.2	15.8	14.3	4.8	13.3	9.8	9.7	24.1	5.9	8.4	7.7	12.5	8.1	14.1	12.9
Effective	15.8	17.8	0.0	19.0	16.0	22.0	12.9	10.3	26.5	13.3	15.4	12.5	11.6	29.7	6.5
Have not pursued	73.7	55.5	85.7	69.0	60.0	58.5	71.0	58.6	52.9	72.3	61.5	62.5	68.6	50.0	74.2

Please rate the effectiveness of each of the following for keeping you up-to-date ....

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Research and scholarship															
Ineffective	2.1	3.0	0.0	4.8	0.0	2.4	6.5	3.4	0.0	3.6	0.0	4.2	2.3	3.1	3.2
Somewhat ineffective	2.1	4.0	0.0	0.0	6.7	2.4	0.0	0.0	8.8	1.2	7.7	4.2	4.7	3.1	0.0
Somewhat effective	12.6	20.8	28.6	11.9	18.7	22.0	9.7	13.8	23.5	18.1	15.4	8.3	18.6	18.8	9.7
Effective	31.6	33.7	28.6	40.5	32.0	26.8	32.3	65.5	38.2	31.3	15.4	0.0	41.9	21.9	29.0
Have not pursued	49.5	37.6	42.9	40.5	42.7	41.5	51.6	17.2	26.5	45.8	61.5	79.2	31.4	51.6	54.8
Site visits															
Ineffective	3.2	5.0	0.0	2.4	6.7	0.0	6.5	3.4	5.9	4.8	0.0	4.2	4.7	3.1	3.2
Somewhat ineffective	4.2	4.0	0.0	2.4	6.7	4.9	0.0	0.0	8.8	1.2	7.7	8.3	4.7	4.7	0.0
Somewhat effective	10.5	24.8	0.0	16.7	21.3	19.5	12.9	24.1	20.6	18.1	0.0	16.7	19.8	21.9	9.7
Effective	22.1	28.7	0.0	23.8	18.7	29.3	45.2	27.6	35.3	21.7	38.5	12.5	19.8	32.8	25.8
Have not pursued	60.0	36.6	100.0	54.8	46.7	43.9	35.5	44.8	26.5	54.2	53.8	58.3	50.0	37.5	61.3
Formal colloquia or symposia															
Ineffective	1.1	1.0	0.0	2.4	0.0	0.0	3.2	0.0	0.0	1.2	0.0	4.2	1.2	1.6	0.0
Somewhat ineffective	4.2	4.0	0.0	4.8	2.7	7.3	3.2	3.4	5.9	4.8	0.0	4.2	4.7	4.7	3.2
Somewhat effective	21.1	29.7	14.3	19.0	34.7	26.8	12.9	17.2	29.4	25.3	38.5	20.8	24.4	28.1	25.8
Effective	28.4	20.8	0.0	28.6	20.0	26.8	32.3	51.7	29.4	18.1	15.4	4.2	27.9	21.9	22.6
Have not pursued	44.2	42.6	85.7	45.2	41.3	36.6	45.2	24.1	29.4	50.6	46.2	66.7	38.4	43.8	48.4
Informal conversations with colleagues															
Ineffective	2.1	0.0	0.0	2.4	0.0	0.0	3.2	0.0	0.0	2.4	0.0	0.0	1.2	0.0	3.2
Somewhat ineffective	5.3	4.0	0.0	4.8	6.7	4.9	0.0	6.9	5.9	3.6	0.0	8.3	4.7	4.7	6.5
Somewhat effective	34.7	42.6	42.9	28.6	45.3	43.9	29.0	34.5	52.9	38.6	23.1	25.0	38.4	43.8	32.3
Effective	49.5	39.6	28.6	45.2	42.7	36.6	61.3	51.7	38.2	47.0	53.8	33.3	46.5	37.5	51.6
Have not pursued	7.4	12.9	28.6	19.0	5.3	9.8	6.5	6.9	0.0	8.4	23.1	33.3	8.1	12.5	6.5

Please rate the effectiveness of each of the following for keeping you up-to-date ....

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Professional journals															
Ineffective	3.2	0.0	0.0	2.4	1.3	0.0	3.2	0.0	0.0	2.4	0.0	4.2	2.3	0.0	3.2
Somewhat ineffective	1.1	3.0	0.0	0.0	2.7	2.4	3.2	0.0	0.0	3.6	0.0	4.2	2.3	1.6	3.2
Somewhat effective	22.1	29.7	42.9	19.0	33.3	22.0	19.4	27.6	17.6	30.1	23.1	25.0	27.9	23.4	25.8
Effective	62.1	53.5	14.3	64.3	57.3	63.4	51.6	72.4	76.5	45.8	53.8	45.8	53.5	67.2	58.1
Have not pursued	10.5	11.9	42.9	14.3	4.0	9.8	19.4	0.0	0.0	16.9	23.1	20.8	11.6	6.3	9.7
Professional committee ... work															
Ineffective	4.2	6.9	0.0	7.1	4.0	2.4	12.9	0.0	5.9	8.4	0.0	4.2	5.8	7.8	3.2
Somewhat ineffective	8.4	8.9	0.0	2.4	14.7	12.2	0.0	6.9	8.8	4.8	15.4	20.8	8.1	9.4	12.9
Somewhat effective	19.0	28.7	0.0	21.4	30.7	29.3	9.7	31.0	32.4	21.7	23.1	12.5	23.3	25.0	22.6
Effective	25.3	10.9	0.0	21.4	13.3	14.6	32.3	20.7	17.6	15.7	23.1	20.8	15.1	23.4	19.4
Have not pursued	43.2	42.6	100.0	45.2	37.3	39.0	45.2	41.4	32.4	48.2	38.5	41.7	45.3	34.4	41.9
Teleconferences															
Ineffective	4.2	3.0	0.0	2.4	4.0	4.9	3.2	0.0	5.9	2.4	7.7	8.3	2.3	4.7	6.5
Somewhat ineffective	1.1	7.9	0.0	2.4	9.3	2.4	0.0	3.4	0.0	3.6	15.4	8.3	4.7	4.7	6.5
Somewhat effective	20.0	22.8	0.0	16.7	21.3	31.7	19.4	24.1	23.5	22.9	15.4	16.7	17.4	31.3	19.4
Effective	11.6	8.9	28.6	14.3	6.7	7.3	12.9	13.8	11.8	7.2	15.4	8.3	7.0	12.5	12.9
Have not pursued	63.2	54.5	71.4	61.9	58.7	51.2	61.3	55.2	55.9	62.7	46.2	58.3	65.1	46.9	54.8
Computer networks															
Ineffective	3.2	4.0	0.0	2.4	4.0	7.3	0.0	0.0	5.9	1.2	7.7	8.3	1.2	6.3	6.5
Somewhat ineffective	1.1	6.9	0.0	0.0	5.3	4.9	6.5	3.4	0.0	2.4	15.4	12.5	3.5	3.1	9.7
Somewhat effective	9.5	19.8	0.0	16.7	17.3	22.0	0.0	17.2	23.5	13.3	15.4	0.0	19.8	15.6	6.5
Effective	11.6	12.9	0.0	19.0	12.0	12.2	6.5	6.9	14.7	9.6	15.4	16.7	4.7	23.4	12.9
Have not pursued	72.6	54.5	100.0	57.1	61.3	51.2	83.9	72.4	52.9	69.9	46.2	62.5	66.3	51.6	64.5

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How would you describe the overall attitude of administrators toward professional development?

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Strongly encourages	28.4	29.7	28.6	23.8	32.0	31.7	25.8	41.4	17.6	31.3	38.5	12.5	22.1	25.0	58.1
Mildly encourages	36.8	26.7	42.9	33.3	33.3	29.3	25.8	20.7	35.3	28.9	38.5	45.8	38.4	34.4	16.1
Neither encourages nor discourages	23.2	31.7	28.6	33.3	22.7	24.4	35.5	27.6	26.5	28.9	7.7	41.7	25.6	35.9	16.1
Mildly discourages	4.2	2.0	0.0	2.4	4.0	4.9	0.0	3.4	5.9	2.4	7.7	0.0	7.0	0.0	0.0
Strongly discourages	1.1	4.0	0.0	0.0	1.3	7.3	3.2	3.4	8.8	0.0	0.0	0.0	2.3	3.1	3.2

In your opinion, how adequate is your institution's financial support for the following?

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Tuition reimbursement															
Inadequate	17.9	12.9	0.0	7.1	21.3	22.0	6.5	13.8	20.6	14.5	7.7	20.8	19.8	14.1	9.7
Somewhat inadequate	6.3	5.9	14.3	4.8	5.3	4.9	9.7	6.9	8.8	7.2	7.7	0.0	8.1	1.6	3.2
Somewhat adequate	5.3	5.0	0.0	4.8	8.0	0.0	6.5	6.9	2.9	4.8	7.7	0.0	3.5	7.8	3.2
Adequate	7.4	7.9	0.0	11.9	5.3	12.2	3.2	6.9	8.8	4.8	7.7	12.5	2.3	10.9	19.4
Does not apply	60.0	59.4	85.7	59.5	58.7	53.7	64.5	51.7	47.1	63.9	69.2	66.7	57.0	62.5	61.3
Sabbaticals															
Inadequate	13.7	7.9	0.0	9.5	14.7	9.8	6.5	20.7	2.9	13.3	0.0	8.3	14.0	7.8	12.9
Somewhat inadequate	3.2	1.0	14.3	2.4	2.7	0.0	0.0	0.0	8.8	1.2	0.0	0.0	0.0	4.7	0.0
Somewhat adequate	1.1	4.0	0.0	2.4	4.0	0.0	3.2	3.4	0.0	1.2	7.7	0.0	2.3	3.1	0.0
Adequate	4.2	5.0	0.0	7.1	1.3	12.2	0.0	3.4	8.8	2.4	0.0	12.5	3.5	3.1	12.9
Does not apply	73.7	74.3	85.7	69.0	76.0	70.7	77.4	58.6	70.6	75.9	92.3	79.2	70.9	78.1	71.0
Educational leave															
Inadequate	9.5	6.9	0.0	7.1	13.3	4.9	3.2	17.2	2.9	8.4	0.0	8.3	11.6	7.8	3.2
Somewhat inadequate	5.3	2.0	14.3	7.1	1.3	4.9	0.0	3.4	5.9	3.6	0.0	4.2	1.2	4.7	6.5
Somewhat adequate	4.2	4.0	0.0	7.1	5.3	0.0	3.2	3.4	2.9	3.6	7.7	4.2	3.5	4.7	6.5
Adequate	5.3	5.9	0.0	4.8	2.7	12.2	6.5	6.9	8.8	6.0	0.0	0.0	4.7	6.3	9.7
Does not apply	72.6	73.3	85.7	64.3	76.0	70.7	77.4	55.2	70.6	73.5	92.3	83.3	69.8	75.0	71.0

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In your opinion, how adequate is your institution's financial support for the following?

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Released time															
Inadequate	5.3	6.9	0.0	4.8	12.0	2.4	0.0	10.3	2.9	4.8	0.0	12.5	9.3	4.7	3.2
Somewhat inadequate	8.4	4.0	14.3	7.1	6.7	4.9	3.2	10.3	8.8	6.0	0.0	4.2	4.7	7.8	6.5
Somewhat adequate	6.3	5.9	0.0	2.4	4.0	14.6	6.5	6.9	5.9	6.0	7.7	4.2	8.1	7.8	0.0
Adequate	7.4	5.0	0.0	9.5	4.0	7.3	6.5	3.4	8.8	8.4	0.0	0.0	3.5	4.7	19.4
Does not apply	69.5	69.3	85.7	66.7	70.7	63.4	74.2	51.7	64.7	69.9	92.3	79.2	64.0	73.4	67.7
Flexible scheduling...															
Inadequate	8.4	2.0	0.0	2.4	6.7	9.8	0.0	3.4	5.9	6.0	7.7	4.2	8.1	3.1	3.2
Somewhat inadequate	3.2	5.0	14.3	4.8	5.3	2.4	0.0	6.9	8.8	1.2	0.0	8.3	1.2	7.8	3.2
Somewhat adequate	9.5	11.9	0.0	11.9	9.3	9.8	16.1	13.8	17.6	9.6	0.0	8.3	14.0	12.5	3.2
Adequate	27.4	14.9	28.6	23.8	21.3	24.4	9.7	10.3	23.5	24.1	23.1	16.7	19.8	14.1	38.7
Does not apply	48.4	59.4	57.1	47.6	56.0	48.8	64.5	51.7	38.2	54.2	69.2	62.5	48.8	60.9	48.4
Professional association memberships															
Inadequate	17.9	15.8	14.3	9.5	21.3	24.4	6.5	24.1	23.5	10.8	23.1	20.8	16.3	20.3	16.1
Somewhat inadequate	4.2	1.0	14.3	4.8	0.0	2.4	3.2	0.0	2.9	4.8	0.0	0.0	4.7	0.0	0.0
Somewhat adequate	0.0	6.9	0.0	0.0	5.3	4.9	3.2	6.9	2.9	2.4	0.0	4.2	3.5	3.1	6.5
Adequate	8.4	1.0	14.3	7.1	1.3	7.3	3.2	0.0	2.9	7.2	0.0	4.2	2.3	3.1	9.7
Does not apply	66.3	68.3	57.1	69.0	70.7	56.1	74.2	55.2	61.8	69.9	76.9	70.8	65.1	71.9	64.5
Registration fees...															
Inadequate	15.8	9.9	0.0	7.1	16.0	19.5	6.5	20.7	20.6	9.6	0.0	16.7	14.0	15.6	9.7
Somewhat inadequate	4.2	1.0	14.3	4.8	1.3	2.4	0.0	0.0	5.9	3.6	0.0	0.0	3.5	1.6	0.0
Somewhat adequate	8.4	5.0	14.3	9.5	4.0	7.3	6.5	3.4	8.8	8.4	15.4	0.0	9.3	4.7	6.5
Adequate	16.8	7.9	42.9	14.3	9.3	9.8	12.9	3.4	11.8	15.7	0.0	16.7	8.1	9.4	29.0
Does not apply	50.5	69.3	28.6	54.8	68.0	53.7	64.5	58.6	44.1	57.8	84.6	66.7	55.8	67.2	51.6

In your opinion, how adequate is your institution's financial support for the following?

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Travel expenses...															
Inadequate	16.8	10.9	14.3	9.5	16.0	19.5	6.5	17.2	23.5	10.8	7.7	16.7	17.4	14.1	9.7
Somewhat inadequate	4.2	2.0	14.3	4.8	2.7	2.4	0.0	3.4	5.9	3.6	0.0	0.0	3.5	3.1	0.0
Somewhat adequate	9.5	5.9	0.0	7.1	4.0	14.6	9.7	6.9	8.8	8.4	15.4	0.0	8.1	6.3	12.9
Adequate	11.6	5.9	28.6	11.9	6.7	9.8	3.2	3.4	8.8	8.4	0.0	16.7	7.0	7.8	16.1
Does not apply	54.7	68.3	42.9	57.1	69.3	48.8	71.0	55.2	47.1	63.9	76.9	66.7	55.8	67.2	58.1
Retraining...															
Inadequate	13.7	7.9	28.6	9.5	16.0	7.3	0.0	10.3	11.8	9.6	15.4	16.7	11.6	15.6	3.2
Somewhat inadequate	3.2	1.0	14.3	2.4	0.0	0.0	6.5	3.4	2.9	2.4	0.0	0.0	1.2	3.1	0.0
Somewhat adequate	6.3	5.0	0.0	2.4	5.3	9.8	6.5	3.4	2.9	6.0	7.7	4.2	1.2	4.7	16.1
Adequate	9.5	5.0	14.3	11.9	4.0	9.8	3.2	3.4	5.9	10.8	0.0	0.0	3.5	4.7	25.8
Does not apply	64.2	71.3	42.9	64.3	72.0	65.9	71.0	62.1	64.7	66.3	76.9	79.2	72.1	68.8	51.6
Training in computer skills															
Inadequate	14.7	6.9	14.3	9.5	14.7	9.8	3.2	10.3	8.8	9.6	7.7	16.7	10.5	15.6	3.2
Somewhat inadequate	2.1	4.0	14.3	2.4	2.7	4.9	0.0	6.9	5.9	1.2	7.7	0.0	4.7	1.6	0.0
Somewhat adequate	9.5	8.9	14.3	7.1	8.0	9.8	12.9	6.9	5.9	13.3	7.7	0.0	7.0	6.3	19.4
Adequate	10.5	5.0	0.0	9.5	6.7	14.6	0.0	3.4	5.9	10.8	7.7	4.2	5.8	1.6	25.8
Does not apply	57.9	66.3	57.1	61.9	66.7	51.2	67.7	58.6	61.8	57.8	69.2	79.2	60.5	71.9	48.4

Indicate the extent to which you agree/disagree with the following statements.

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Morale at this institution is generally high															
Strongly disagree	9.5	5.0	14.3	7.1	6.7	7.3	6.5	13.8	8.8	3.6	7.7	8.3	5.8	12.5	0.0
mildly disagree	8.4	5.0	0.0	4.8	8.0	7.3	6.5	0.0	8.8	8.4	7.7	4.2	9.3	1.6	6.5
mildly agree	41.1	38.6	57.1	31.0	45.3	36.6	38.7	24.1	41.2	44.6	30.8	54.2	41.9	37.5	35.5
Strongly agree	24.2	38.6	14.3	33.3	26.7	34.1	41.9	48.3	20.6	32.5	38.5	16.7	32.6	32.8	32.3
Neutral	11.6	11.9	14.3	19.0	9.3	12.2	6.5	10.3	14.7	8.4	15.4	16.7	7.0	14.1	22.6

Indicate the extent to which you agree/disagree with the following statements.

	Gender		Age					Highest degree earned					Courses taught (fac. only)		
PART-TIME RESPONDENTS	**F**	**M**	**<30**	**30-39**	**40-49**	**50-59**	**>60**	**PhD**	**MA/S +**	**MA/S**	**Prof Deg.**	**BA/S**	**Trans**	**O/T**	**N/A**
There is a sense of community at this institution															
Strongly disagree	5.3	2.0	0.0	2.4	5.3	2.4	3.2	3.4	5.9	2.4	0.0	4.2	4.7	3.1	3.2
mildly disagree	8.4	5.9	14.3	2.4	6.7	12.2	6.5	6.9	11.8	4.8	15.4	4.2	8.1	7.8	6.5
mildly agree	43.2	37.6	57.1	57.1	41.3	31.7	22.6	27.6	44.1	44.6	30.8	54.2	41.9	40.6	35.5
Strongly agree	29.5	41.6	14.3	23.8	33.3	36.6	61.3	51.7	23.5	37.3	38.5	20.8	36.0	37.5	32.3
Neutral	8.4	11.9	14.3	11.9	8.0	14.6	6.5	10.3	8.8	7.2	15.4	16.7	7.0	7.8	19.4
Professionals here respect each other															
Strongly disagree	5.3	1.0	0.0	0.0	2.7	7.3	3.2	3.4	2.9	2.4	0.0	4.2	2.3	6.3	0.0
mildly disagree	5.3	4.0	0.0	4.8	5.3	4.9	3.2	3.4	5.9	3.6	7.7	4.2	5.8	3.1	3.2
mildly agree	29.5	27.7	42.9	28.6	37.3	17.1	19.4	20.7	26.5	32.5	15.4	33.3	29.1	29.7	29.0
Strongly agree	48.4	56.4	14.3	47.6	48.0	61.0	67.7	69.0	50.0	50.6	61.5	41.7	54.7	51.6	48.4
Neutral	6.3	9.9	42.9	16.7	1.3	7.3	6.5	3.4	8.8	7.2	15.4	16.7	5.8	6.3	16.1
There is a sense of collegiality at this institution															
Strongly disagree	4.2	2.0	0.0	0.0	2.7	4.9	6.5	3.4	5.9	1.2	7.7	4.2	2.3	6.3	0.0
mildly disagree	11.6	6.9	14.3	9.5	6.7	14.6	6.5	6.9	14.7	7.2	15.4	8.3	12.8	10.9	0.0
mildly agree	35.8	36.6	57.1	38.1	41.3	26.8	29.0	31.0	35.3	37.3	30.8	41.7	30.2	42.2	35.5
Strongly agree	29.5	39.6	28.6	28.6	29.3	39.0	51.6	48.3	32.4	34.9	38.5	20.8	36.0	31.3	41.9
Neutral	12.6	12.9	0.0	16.7	16.0	9.8	6.5	6.9	5.9	14.5	7.7	25.0	14.0	6.3	19.4
New approaches to meet job demands are generally supported here															
Strongly disagree	2.1	3.0	0.0	0.0	1.3	4.9	6.5	3.4	2.9	2.4	7.7	0.0	3.5	3.1	0.0
mildly disagree	8.4	6.9	14.3	7.1	6.7	9.8	6.5	0.0	8.8	8.4	0.0	12.5	8.1	12.5	0.0
mildly agree	20.0	33.7	28.6	31.0	29.3	26.8	16.1	27.6	29.4	26.5	46.2	25.0	31.4	20.3	32.3
Strongly agree	35.8	31.7	28.6	26.2	29.3	41.5	45.2	34.5	32.4	37.3	15.4	20.8	31.4	35.9	38.7
Neutral	28.4	22.8	28.6	31.0	29.3	14.6	22.6	31.0	20.6	21.7	30.8	41.7	22.1	26.6	25.8

Indicate the extent to which you agree/disagree with the following statements.

PART-TIME RESPONDENTS	Gender		Age					Highest degree earned					Courses taught (fac. only)		
	F	M	<30	30-39	40-49	50-59	>60	PhD	MA/S +	MA/S	Prof Deg.	BA/S	Trans	O/T	N/A
Faculty and administration here are typically at odds															
Strongly disagree	29.5	43.6	14.3	28.6	36.0	39.0	51.6	44.8	29.4	36.1	46.2	29.2	39.5	37.5	32.3
mildly disagree	20.0	21.8	28.6	19.0	22.7	22.0	16.1	24.1	20.6	25.3	15.4	12.5	23.3	18.8	16.1
mildly agree	7.4	6.9	14.3	7.1	8.0	7.3	3.2	3.4	11.8	4.8	7.7	12.5	7.0	9.4	6.5
Strongly agree	10.5	2.0	0.0	11.9	6.7	4.9	0.0	3.4	5.9	4.8	7.7	12.5	5.8	10.9	0.0
Neutral	26.3	23.8	42.9	26.2	22.7	24.4	25.8	20.7	23.5	25.3	23.1	33.3	20.9	18.8	41.9
An intellectual environment exists here															
Strongly disagree	1.1	3.0	14.3	2.4	0.0	2.4	3.2	3.4	2.9	1.2	0.0	4.2	3.5	1.6	0.0
mildly disagree	11.6	7.9	14.3	2.4	14.7	7.3	9.7	3.4	8.8	15.7	7.7	4.2	14.0	3.1	6.5
mildly agree	48.4	47.5	28.6	47.6	49.3	53.7	41.9	58.6	52.9	42.2	30.8	58.3	50.0	59.4	29.0
Strongly agree	23.2	29.7	28.6	23.8	25.3	24.4	35.5	24.1	23.5	25.3	53.8	20.8	18.6	29.7	45.2
Neutral	10.5	10.9	14.3	19.0	6.7	9.8	9.7	6.9	5.9	13.3	7.7	12.5	10.5	4.7	16.1
Sufficient opportunities for professional development are made available here															
Strongly disagree	14.7	5.9	42.9	16.7	5.3	12.2	3.2	13.8	11.8	9.6	0.0	12.5	15.1	9.4	0.0
mildly disagree	14.7	14.9	0.0	9.5	17.3	19.5	12.9	20.7	20.6	9.6	23.1	12.5	14.0	21.9	3.2
mildly agree	24.2	23.8	14.3	19.0	24.0	26.8	29.0	13.8	8.8	33.7	23.1	20.8	23.3	25.0	22.6
Strongly agree	6.3	12.9	0.0	9.5	8.0	12.2	12.9	10.3	14.7	8.4	7.7	4.2	2.3	14.1	25.8
Neutral	34.7	38.6	42.9	40.5	40.0	26.8	35.5	34.5	38.2	33.7	46.2	50.0	39.5	28.1	45.2
Professionals here are appreciated by supervisors for doing their jobs well															
Strongly disagree	9.5	3.0	14.3	7.1	4.0	7.3	6.5	6.9	8.8	4.8	7.7	4.2	7.0	9.4	0.0
mildly disagree	4.2	5.9	0.0	9.5	5.3	0.0	6.5	3.4	8.8	4.8	7.7	4.2	7.0	6.3	0.0
mildly agree	24.2	29.7	42.9	26.2	30.7	24.4	19.4	24.1	17.6	33.7	0.0	33.3	31.4	23.4	25.8
Strongly agree	44.2	49.5	28.6	38.1	41.3	58.5	61.3	58.6	50.0	43.4	76.9	25.0	45.3	48.4	48.4
Neutral	12.6	10.9	14.3	14.3	14.7	7.3	6.5	3.4	8.8	10.8	7.7	33.3	5.8	10.9	22.6

Appendix E

Professional Development Programs In VCCS Institutions

Please answer each of the following questions as they apply to all college employees except for questions that specify faculty only. Faculty is defined as those who hold faculty rank. This information will be used **exclusively** for the purpose of creating a system-wide professional development program that will supplement existing efforts in this area by individual colleges. No individual college responses will herein be identified in any of the resulting reports.

_____

Name and Title

_____

Name of Institution

1. What types of professional development activities does your institution financially support (e.g., educational leave, exchange programs, conference attendance, tuition assistance, etc.)?

2. Does your institution have a line-item budget for professional development?

3. Is professional development funded primarily through grants at your institution? _____

4. Does your institution financially support sabbatical or educational leave for faculty? _____. If so, what is the average number of faculty per year who receive sabbatical or educational leave? _____

5. Does your institution allow faculty unpaid leave for further study or related employment? _____ If so, what is the average number of faculty per year who take unpaid leave? _____

6. Do you believe that faculty at your institution are reasonably up to date in their disciplines? _____ If not, how do you account for this?

7. Does your institution have a professional development committee? _____ If so, please describe the function of that committee.

8. Does your institution have an in-house professional development program in place? _____ If so, please describe it and/or attach published information about the program to the back of this form.

9. What percentage of your faculty do you estimate participates in professional development activities on a regular basis? _____ What percentage of classified staff do you estimate participates in professional development activities on a regular basis?

10. Does your institution reward those who participate in professional development activities? _____ If so, how?

Thank you for taking the time to complete this questionnaire.

FACULTY PROFILE FORMAT OUTLINE

(For Reference Only)

I. SELF-ASSESSMENT
   A. STRENGTHS AND INTERESTS
   B. WEAKNESSES AND CURRENT DISLIKES

II. CURRENT RESPONSIBILITIES
   A. INSTITUTIONAL RESPONSIBILITIES
   B. OTHER MAJOR RESPONSIBILITIES

III. LONG RANGE PROJECTIONS

IV. SYNTHESIS
   A. ASSESSMENT OF CURRENT RESPONSIBILITIES
   B. DEFINITION OF RESPONSIBILITIES DURING THE PROFILE PERIOD

I. SELF-ASSESSMENT

A. STRENGTHS AND INTERESTS

1. I derive immense satisfaction from my teaching activities. My teaching strength lies in the area of upper-level courses for math majors. Since my training is in pure mathematics, I feel most comfortable and have the greatest success when teaching courses that emphasize an axiomatic approach.
2. I am interested in expanding on my doctoral research in the area of topology. I believe I have the ability to produce research articles on a regular basis.
3. I believe that I have the ability to relate well to students both in and out of class.
4. I have recently developed a keen interest in the applications of mathematics to the social sciences, especially in the area of operations research.
5. I have recently become interested in the study of ethics. This interest has developed primarily from a series of informal discussions with students who have been struggling with a variety of major ethical decisions, and the feeling on my part that I have been of little help to them. I also view this study outside of my area of specialization as having a broadening effect on my own development.

B. WEAKNESSES AND CURRENT DISLIKES

1. I am rather ineffective in teaching core curriculum math courses to non-majors. This

is probably due to a tendency to presuppose more math background than most students actually have. I have great difficulty hiding my impatience with students who have not mastered simple arithmetic operations.

2. I am not very effective in carrying out my administrative duties as chairman of the math department. I have a general dislike of these duties, and thus tend to put them off until well past deadline dates.
3. At present I know very little about the two areas of study in which I have recently developed interests, namely, ethics and the applications of mathematics to the social sciences.

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II. CURRENT RESPONSIBILITIES

A. INSTITUTIONAL RESPONSIBILITIES

1. I teach an average of three courses per quarter, consisting of upper-level courses for math majors as well as introductory courses for both math majors and non-majors.
2. I supervise an average of two guided studies per year for senior math majors planning on graduate study.
3. I serve on the Faculty Affairs Committee, which meets on a regular weekly basis, and the Faculty Scholarship Committee, which meets once or twice a year.
4. I serve as Faculty Advisor to twelve math majors and four freshmen who have not yet declared majors.

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5. I serve as chairman of the Mathematics Department.
6. I serve on advisory committees for two faculty colleagues, H. Park and S. Stephens, in conjunction with their Individual Development Plans.

B. OTHER MAJOR RESPONSIBILITIES

1. I serve as an assistant minister at Faith Congregational Church in Bartonsville, Massachusetts. My main responsibility is with the college age group.
2. I am an elected member of the local Board of Education in the town of Wenham.
3. I serve as the Regional Representative for the Mathematical Association of America.

III. LONG-RANGE PROJECTIONS

A. I would like to help our Math Department develop to the point where it is competitive with major universities in preparing students for graduate study.

B. In light of my recent interests in ethics and in the applications of mathematics to the social sciences, I would like to develop significant expertise in these areas over the course of the next three or four years.

C. I would like to be relieved of some of the constant pressure of administrative duties as department chairman.

D. I would like to devote more time to research in my specialization.

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IV. SYNTHESIS

A. ASSESSMENT OF CURRENT RESPONSIBILITIES

For the most part I am fairly well satisfied with my current responsibilities, both institutional and otherwise. My committee and advisement responsibilities are normal, and I do not wish any significant changes. With regard to my teaching responsibilities, I recognize that I am not particularly suited to teaching lower level math courses to non-majors. However, since our department is small, I realize that I must share in this joint responsibility. I therefore need significant personal development in this area.

The areas where my strengths, interests and long-range projections are not compatible with my current responsibilities are as follows: too much of my time is taken up with administrative responsibilities; not enough of my time is devoted to research within my specialization; and I need to see that the department gives more attention to preparing our better students for graduate study.

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B. DEFINITION OF RESPONSIBILITIES DURING THE PROFILE PERIOD

I anticipate that this present profile will be useful for the next three to four years. I neither expect nor desire any major changes in my role as advisor to students or in the magnitude of my committee responsibilities during this period.

I anticipate no significant change in the extent of my responsibility for teaching core curriculum math courses for non-majors, but I hope to significantly improve my performance in this area, first by asking students and colleagues to help me identify my weaknesses and then by taking specific steps to rectify weaknesses.

In light of my strengths and interests, I would like to project the following changes in my current responsibilities during this profile period:

1. Since I consider myself to be a poor administrator, I would like to rotate this responsibility with my two math colleagues, each of whom I would judge to be at least as capable (or incapable) as I am in this area. I would suggest a two-year rotation, with my present term expiring in June of 1982.
2. If I am relieved of department chairman responsibilities by June 1982, then I would plan on offering more senior guided studies for majors preparing for graduate study. I believe I could handle approximately five guided studies per year starting in the fall of 1982, at least until I again become department chairman, perish the thought. If and when the department grows to four faculty members, some of the topics for these guided studies could be incorporated into the regular math curriculum. Such courses would make our students more competitive in their graduate study.

3. If I am relieved of my department chairman responsibilities, then I would also be able to devote more time to research. I believe I could then produce an average of two major research articles per year. However, even as department chairman, I plan to continue my present limited research activities.
4. I plan on pursuing a reading program dealing with applications of mathematics to the social sciences. I will begin this program during the next calendar year. Future directions for this study will have to evolve out of my experience the first year. I anticipate a continuing program of approximately three years duration.
5. Since my training has been in the more abstract portion of mathematics, my teaching assignments in upper-level courses are rightfully limited to these areas. As I seek to gain further expertise in the applications of mathematics to the social sciences, I would eventually like to have the opportunity to teach courses in this new area. A new course in operations research may one day be a suitable way to accomplish this desire.
6. I plan on taking a series of ethics courses at Gordon and at neighboring institutions over the next two to three years. During the first year, I will audit the two ethics courses offered by our own philosophy department. I will then consider taking additional courses at Gordon Conwell Seminary or at graduate schools in Boston.
7. After I feel that I have grappled sufficiently with some of the basic contemporary issues in ethics, I would like to be able to informally share some of the results of my study with my students. The Alternative Chapel Program may be a suitable vehicle for this a few years from now.

ANNUAL INDIVIDUAL DEVELOPMENT PLAN FORMAT OUTLINE

(For Reference Only)

I. SCOPE OF PLAN IN RELATION TO FACULTY PROFILE

II. INDIVIDUAL PLAN
- GOALS
- MEANS OF ACCOMPLISHMENT
- MEANS OF ASSESSMENT
- BUDGET REQUEST
- (FORMAT VARIES, AS OUTLINED IN INSTRUCTIONS)

III. PROPOSED ADVISORY COMMITTEE

IV. PROCEDURES FOR MONITORING PROGRESS
(FINAL DRAFT ONLY)

V. SUMMARY OF BUDGET REQUESTS
(SEPARATE SHEET)

I. SCOPE OF PLAN IN RELATION TO FACULTY PROFILE

This plan emphasizes the following aspe noted in my profile: the need to identify my weaknesses in teaching core curriculum math courses for non-majors, as a first step toward improving my effectiveness in these courses; and my desire to initiate studies in the areas of ethics and applied mathematics for the social sciences.

II. INDIVIDUAL PLAN FOR GROWTH

GOAL A: TO FAMILIARIZE MYSELF WITH THE MAJOR AREAS OF APPLICATION OF MATHEMATICS TO THE SOCIAL SCIENCES

Means of Accomplishment (1):

I will complete an introductory level reading program on the applications of mathematics to the social sciences. This program will consist of the following books chosen on the basis of consultation with Dr. Smith of the Economics Department:

R. L. Childress. Mathematics for Managerial Decisions, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1974.

A. C. Chaing. Fundamental Methods of Mathematical Economics, Second Edition, MyGraw-Hill Book Company, New York, 1975.

F. S. Hillier. Operations Research, Holden-Day, Inc., San Francisco, 1974.

D. M. Simmons. Linear Programming for Operations Research, Holden-Day, Inc., San Francisco, 1972.

Means of Assessment:
I will give my advisory committee a statement containing the following: an indication of the extent to which I accomplished the reading program outlined above; a summary of the major topics studied; and a projection of possible future directions in my continuing study next year.
Budget Request: Purchase of books $44.00.

Means of Accomplishment (2):
I will attend a summer 1981 conference on Mathematical Models in Economics sponsored by the Society for Industrial and Applied Mathematics (SIAM).

Means of Assessment (1):
I will prepare a statement for my advisory committee that summarizes the major trends emerging from the conference.

Means of Assessment (2):
I will prepare a talk on major trends in mathematical modeling in economics, to be presented at a joint meeting of my advisory committee with the Division of Social Sciences and the Division of Natural Sciences annd Mathematics.

Budget Request:

(a) Round-trip air fare to Los Angeles	$375.00
(b) Registration fee	25.00
(c) Lodging (July 16-18)	90.00
(d) Meals	45.00
Total	$535.00

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GOAL B: TO PREPARE ONE ARTICLE FOR PUBLICATION IN THE AREA OF TOPOLOGY

Means of Accomplishment:
I will complete the research for this article during the spring quarter, with the writing to be done during the summer. I hope to submit the article for publication by September, 1980

Means of Assessment:
If an article is accepted for publication, I will present it to my advisory committee. Otherwise, I will prepare a progress report.

Budget Request: Typing (approximately 20 pages at $ .75 per page) $15.00

GOAL C: TO ASCERTAIN STUDENT AND COLLEAGUE OPINION ON THE EFFECTIVENESS OF MY TEACHING OF INTRODUCTORY COURSES IN MATHEMATICS

Means of Accomplishment (1):
At the completion of my 1980 courses in The Nature of Mathematics (M 103) and Precalculus Mathematics (M113), all students will be asked to complete the standard college evaluation form on teaching effectiveness.

Means of Assessment:
My advisory committee will be presented with a quantitative summary of the results of the numerical ratings on the student evaluation forms, as well as an exhaustive listing of all written comments.

Budget Request: None

Means of Accomplishment (2):
Dr. Jones of the Math Department will be asked to sit in on three consecutive sessions of both M 103 and M 113, and to prepare a written statement on observed strengths and weaknesses.

Means of Assessment:
Dr. Jones' written comments will be presented to all members of my advisory committee. As a member of this committee, Dr. Jones will bear the major responsibility for interpreting these comments.

Budget Request: None

Means of Accomplishment (3):
After discussion with Dr. Jones relative to student opinion as well as his opinions on my teaching effectiveness, I will prepare a written statement describing areas where I see the need for improvement, with an indication of possible corrective measures in areas of weakness.

Means of Assessment:
My statement on possible corrective measures will be presented to my advisory committee for their comments.

Budget Request: None

GOAL D: TO OBTAIN A GLOBAL VIEW OF THE MAJOR CONTEMPORARY ISSUES IN NORMATIVE ETHICS AND META-ETHICS IN PREPARATION FOR MORE SPECIALIZED STUDY

Means of Accomplishment:
I will audit the following two courses taught at Gordon during the 1981-82 academic year: Ethical Theories (Phil 213): and Seminar in Contemporary Ethics (Phil 493).

Means of Assessment (1):
My advisory committee will be presented with syllabi for these two courses, and an indication of the extent of my reading for these courses.

Means of Assessment (2):
I will prepare a statement for my advisory committee that identifies the major issues in normative ethics and meta-ethics that I would like to concentrate on in future studies, as well as my reasons for these choices.

Budget Request: Purchase of textbooks for Phil 213 and Phil 493. $25.50

III. PROPOSED ADVISORY COMMITTEE

A. DR. ROGER JONES

ANTICIPATED CONTRIBUTION: Dr. Jones has a reputation for excellence in the teaching of mathematics, especially for lower-level courses for non-majors. Therefore, he should be particularly helpful as I seek to ascertain my teaching effectiveness in M 103 and M 113. He will also be of some assistance relative to my math research project.

B. DR. FRANK SMITH

ANTICIPATED CONTRIBUTION: Dr. Smith is a social scientist who is very much interested in the applications of mathematics within his discipline of economics.

He will therfore be of particular help relative to my goal of becoming acquainted with the major areas of application of mathematics to the social sciences.

C. DR. WILLIAM PACKER

ANTICIPATED CONTRIBUTION: As member of the philosopy department, Dr. Packer will be teaching the two ethics courses that I plan on auditing next year. He will therfore be particularly helpful as I initiate my study in ethics.

IV. PROCEDURES FOR MONITORING PROGRESS

A. Informal consultation with appropriate advisory committee (A.C.) members as the need arises during the year.

B. Meetings with my entire A.C. to discuss progress: first week in October; first week in January.

C. Written progress report to my A.C. and subsequent meeting with entire committee: first week in March.

V. SUMMARY OF BUDGET REQUESTS

Participant: Jack LaPlace

Academic year of plan: July 1981-June 1932

Individualized Development Fund - X

Leave of Absence Fund _____

Cost Categories		Budget Request
1. Purchase of books on applications of mathematics in the social sciences		$ 44.00
2. Summer 1981 conference on Mathematical Models in Economics		
(a) Round-trip airfare to Los Angeles	$375.00	
(b) Registration fee	25.00	
(c) Lodging (July 16-18)	90.00	
(d) Meals	45.00	
Total		535.00
3. Typing of research article		15.00
4. Textbooks for two ethics courses		25.00
TOTAL BUDGET REQUEST		$ 619.00

GORDON COLLEGE
FACULTY DEVELOPMENT PROJECT
BUDGET FORM

PARTICIPANT	DATE OF AWARD
JACK LAPLACE	June 15, 1981

_X_ INDIVIDUALIZED DEVELOPMENT FUND ___ LEAVE OF ABSENCE FUND

ACCOUNT NUMBER FOR ALL TRANSACTIONS IS 07-095-000

COST CATEGORY	Academic year-- APPROVED BUDGET	INCREASES (DECREASES)	REVISED BUDGET
	$	$	$
Book Purchase: Math in Social Sciences	44.00		
Summer 1980 Conference	535.00		
Typing of Research Article	15.00		
Textbooks for Ethics Course	25.00		
TOTALS	$ 619.00	$	$

APPROVAL: _____ DEAN OF THE FACULTY _____ 6/15/81 DATE

NOTES

1. Participants in this project may not exceed the approved budgets for each cost category, except that transfer of funds between existing categories not to exceed $50 are authorized without further approval.
2. Changes in any cost category in excess of $50, or requests for new categories or additional allocation must be submitted on a new budget form 75-1025A for the F.D.C. for further approval. Only after the request has been acted on by the F.D.C. and approved by the Dean of the Faculty may expenditures take place against such a revised budget.

BUSINESS OFFICE USE ONLY

APPENDIX III

Jack LaPlace IDP Fund 1980-81 Allocation 6/15/81 $619.00
Account 07-095-000

Date	Item/Amount	Books Math in Social Sc	1981 Conf Air Fare	1981 Conf Registration	1981 Conf Lodging
6 15	Allocation	44.00	535.00	25.00	60.00
2/6	Book Purch 43.00	-42.50			
		1.00			
7 14	Conf Travel Pd 1248 $315		-535.00		
			220.00		
7 14	Conf Regis $25			-25.00	
				0.00	
7 21	Lodging Adv $0				-60.00
					0.00
7 31	Lodging Unused $15				-60.00
					15.00
9 3	Transfer to Research Travel 13.49	-1.00			-15.00
		0.00			0.00

BEST COPY AVAILABLE

APPENDIX III

Participant Jack LaPlace For Academic Year 1981-82

[x] Self Evaluation [ ] Committee Evaluation

Goal (A, B, etc.) A

1. This goal was fulfilled:
   - [x] Substantially
   - [ ] Partially
   - [ ] Not at all

2. Evaluation comments:

I was able to purchase and read the four books listed under Goal A (see summary of topics attached). They proved to be stimulating and a good introduction to the topic. My thinking on operations research is now at a point where I have formulated specific questions for further study. Several ideas have emerged for new goals which are reflected on my 1931-82 IDP.

3. Recommendations

Continue in-depth reading on operations research and attend one conference in 1932 (see 1982 IDP).